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ABSTRACT

This manual is designed for the Bemba language training of Peace Corps volunteers and focuses on daily communication needs in that context. They consist of: a list of useful "survival" phrases and vocabulary; a noun and affix chart; the national anthem; a section on verb tenses and negation, with extensive grammar and usage notes; notes on interrogatives; and a series of nine lessons (trainer and trainee versions) at beginner and intermediate levels, on water, sanitation, and related health issues. The lessons aim at developing volunteer competencies in: conducting a meeting; examining processes; obtaining technical expertise; and discussing water-borne diseases. Trainer materials include a suggested scenario, cultural notes, suggested classroom techniques, vocabulary list, grammar notes, classroom exercises, and out-of-class tasks. Trainee materials include a text, cultural notes, objectives, vocabulary list, grammar notes, the same exercises and tasks, and in some cases, a self-evaluation question. (MSE)

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ED 402 738

PEACE CORPS/ZAMBIA

PST 1995 SPECIAL LESSONS

BEMBA

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TABLE OF CONTENTS

1. SURVIVAL KIT

2. THE VERB 'UKUBA' (TO BE)

3. NOUN AGREEMENT

4. NATIONAL ANTHEM

5. TENSES

6. INTERROGATIVES

7. TECHNICAL COMPETENCIES (1-7)
TRAINER/TRAINEE COPIES

SURVIVAL KIT

(Remember, this Language does not have the same structure as English. Therefore if you need clarification consult your Trainer)

Hello	-	Shani
How are you	-	Ulekosa
How are you (plural or respect)	-	Muli shani
How are you Mother?	-	Muli shani Mayo
How are you Father?	-	Muli shani Tata
Welcome	-	Mwaiseni
My name is	-	Ishina lyandi nine
What is her/his name?	-	Ishina lyakwe niani
I came/come from America	-	Nafuma ku America
I am American	-	Ndimwina America
Where in America?	-	Kwisa mu America?
State of....	-	Mu musumba wa....
What job/work will you do?	-	Nincito nshi ukalabomba
I will do the job of ..	-	Nkala bomba incito ya.
I want hot water	-	Ndefwaya amenshi ayakaba
I want cold water	_	Ndefwaya amenshi ayatalala
I want food	-	Ndefwaya ifyakulya
I want to sleep	-	Ndefwaya ukusendama
I want to go to	-	Ndefwaya ukuya ku..
I want a spoon	-	Ndefwaya supuni
I want a plate	-	Ndefwaya imbale
I want a cup	-	Ndefwaya kapu
I want a lamp/candle	-	Ndefwaya ilampi/nyali
Give me soap	-	Mpelako isopo
Give me a matchbox	-	Mpelako icifwambo camacisa
Give me water to drink	-	Mpelako amenshi yakunwa
Where is the toilet?	-	Nikwisa kuli icimbusu?
I am feeling cold/hot	-	Ndeumfwa impepo/ukukaba
I feel sick	-	Naumfwa ukulwala
I feel pain	-	Naumfwa ubukali
I am tired	-	Ninaka

TRAVELLING

Where is the bus/taxi going	-	Nikwisa iyi basi/taksi ileya
Where is the bus that goes to	-	Nikwisa kuli bashi iya ku..
How far?	-	Bushe kutali?
How much to...	-	Nishinga ku.....
When is it leaving?	-	Ile ima nshitanshi?

Where will you alight?	-	Nipesa wala ikila?
I will alight at....	-	Ndeikila pa.....
Give me change	-	Mpela cenji

MARKET

I want to buy fruits	- Ndefwaya ukushita ifitwalo
I want to buy oranges	- Ndefwaya ukushita amacungwa
I want to buy bananas	- Ndefwaya ukushita inkonde
I want to buy pineapples	- Ndefwaya ukushita ifinanashi
I don't want this	- Nsilefwaya ici
I don't want two	- Nshilefwaya fibili
I want one	Ndefwaya cimo

GETTING SOMEONE'S ATTENTION

I am sorry	- -	Munjeleleko
Excuse me	- -	Njeleleniko
Can you help me please?	-	Bushe kuti mwangafwilishako?

EXPLAINING YOUR SITUATION

I don't speak Nyanja well/much	Nshaishibisha ukulanda icinyanja
But I am trying to learn	Lelo ndesambilila.
I speak Nyanja a little but	Nalishiba icinyanja panono, lelo
I am learning.	ndesambilila.
I am sorry, I don't understand	Munjelele nshileumfwa
I can understand if only	Kuti naumfwa ngamulelanda
you can speak slowly	panono panono.

HELPING YOURSELF UNDERSTANDING

Please repeat /I beg your pardon	-Bwekeshenipo/Nshumfwile
Did you say...	-Wacitila....
Would you speak more slowly	-Landako panono panono
How do you say...	-Mutila shani..
How do you write that?	-Mulembashani ico?

CHECKING WHAT YOU SAID

Did I say that correctly?	-	Bushe nacilanda bwino?
Did you understand me?	-	Wacingumfwa?
Please correct me if I say	-	Kuti mwanungika ngacacuti na
something wrong.		lufyanya.
Did I pronounce it correctly	-	Bushe nacilanda bwino?

No	-	Awe
Yes	-	Ee
News	-	Ilyashi
Father/Mother	-	Tata/Mayo
Man/woman	-	Umwaume/umwanakashi
Thank you	-	Natotela
Name	-	Ishina
Sister	-	Nkashi
Brother	-	Ndume
Who	-	Nani
Work	-	Incito
Buy (v)	-	Shita
Sorry	-	Munjeleleko
Excuse	-	Njeleleniko
Help (n)	-	Mutule
Help (v)	-	Ngafweni
Please	-	Napapata
Able	-	Ukuba
Speak	-	Landa
Say	-	landa/Sosa
But	-	Nomba/Lelo
Try	-	Esha
Little	-	Panono
Much	-	Sana
Learn	-	Sambilila
Slowly	-	Panono panono
Again	-	Nakabili
More	-	Ukucila
Write	-	Lemba
Stranger	-	Umweni
Correct	-	Lungama
Not	-	Nakalya
But not	-	Lelo Nakalya
Often	-	Panuma
Quickly	-	Bwangu bwangu
Nicely	-	Bwino bwino
Fast -	-	Bwangu
Why	-	Cinshi
Maybe/Perhaps	-	Limbi
To drink	-	ukunwa
later	-	Limbi
Drink	-	Nwa
Water	-	Amenshi
Food	-	Ifyakulya

Cold	-	Impepo
hot	-	Ukukaba
To sleep (v)		Ukulala
Go	-	ukuya
Spoon	-	Supuni
Plate	-	Imbale
Soap	-	Isopo
Lamp	-	Ilampi
Matchbox	-	Icifwambo ca macisa
Drinking water		Amenshi yakunwa
Give me	-	Mpela
Toilet	-	Icimbusu
I am feeling		Ndeumfwa
Hungry/(hunger)	-	Insala
Sickness	-	Ubulwele
Excuse me	-	Munjeleleko
Pain	-	Ubukali
Thirst	-	Icilaka
Tired	-	Ukunaka
How many/much	-	Nifinga/nishinga
Leave	-	Ukuya
Alight	-	Ukwikila
Get on	-	Nina
Fruits	-	Ifitwalo
Children	-	Abana
House	-	Ing'anda
To cook	-	Ukwipika
To bath	-	Ukusamba
To rest	-	Ukutusha
Want	-	Ukufwaya
I don't want	-	Nshilefwaya
Where?	-	Kwisa?
To have	-	Ukukwata

TO BE

EMPHASIZE	PAST	FUTURE
Ine	Nali	Nkaba 1st
Iwe	Wali	Ukaba 2nd
Uyu	Ali	Akaba "
Ifwe	Twali	Tukaba
Imwe	Mwali	Mukaba
Aba	Bali	Bakaba

CLASS NUMBER	(NOUN PREFIX) N. P.	NOUN	Adjectival Prefix	Adjective	Pronominal Prefix	CONJUGATED VERB
1	umu-	umu/ntu	umu-	umu/Suma	a-	a/isa
2	aba-	aba/ntu	aba-	aba/Suma	ba-	ba/isa
3	umu-	umu/ti	uu-	uu/Suma	ule-	ule Pona
4	imi-	imiti	ii -	ii/Suma	ile-	ile Pona
5	ili-	ili/hi	lli-	ili/Suma	Li-	Li/le Pya
6	ama-	ama/ni	aya-	aya/Suma	Ya-	Ya/le Pya
7	ici-	ici/Puna	ici-	ici/Suma	Ci-	Ci/le Pya
8	ifi-	ifi/Puna	ifi-	ifi/Suma	fi-	fi/le Pya
9	in-	in/koko	ii -	ii/Suma	i-	i/le Pya
10	in-	in/KOKO	ishi-	iShi/Suma	Shi-	Shi/le Pya
11	ulu-	ulu/kasu	ulu-	ulu/Suma	Lu-	Lu/le Pya
12	aka-	aka/kasu	aka-	aka/Suma	Ka-	Ka/le Pya
13	utu-	utu/kasu	utu-	utu/Suma	tu-	tu/le Pya
14	ubu-	ubu/langeti	ubu-	ubu/Suma	bu-	bu/le Pya
15	uku-	uku/boko	uku-	uku/Suma	Ku-	Ku/le Pya
16	Pa-	Pa/tebulo	Pa -	Pa/Suma	Pa-	Pa/le Pya
17	Ku-	Ku/Lusaka	Ku-	Ku/Suma	Ku-	Ku/le Pya
18	mu-	mu/Kabwe	mu-	mu/Suma	mu-	mu/le Pya
19						
20						

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ULWIMBO LWA CISHIPA

Lumbanyeni Zambia no kwanga.
Necilumba twange tumfwane
Mpalume sha bulwi bwa cine,
twali ilubula, twikatane bonse.

Fwelukuta lwa Zambia lonse,
twikatane tube umutende.
Pamo nga lubambe mumulu.
Lumbanyeni Zambia
Twikatane bonse.

Bonse tuli bana ba Africa,
Uwasenaminwa na Lesa.
Nomba bonse twendele pamo.
Twali ilubula, twikatane bonse.

Lumbanyeni, Lesa Lesa wesu,
apale calo, Zambia, Zambia, Zambia
fwebantungwa, Mulunga lwa calo
Lumbanyeni Zambia, Twikatane bonse.

VERB TENSE: AS TOLD BY BA McKENZIE

		PAGE NO.
1.	Present Continuous, and negative-le--a; ta-le--a	1
2.	Habitual Tense, and negative: --a; ta--a	1
3.	Habitual Tense, and negative ---a; ta--a	1
4.	Immediate Future of Today and negative -ala--a; ta-a--a	2
5.	Later Future of Today, and negative: le--a; ta-a--e	2
6.	Future after today, and negative: -ka--a; ta-aka--e	2
7.	From now on Always, and negative: akula--a; ta-akula--a	2
8.	From later on Always, and negative: kala--a; ta-akale--a	3
9.	Immediate Past of Today"just", and negative: a--a; ta--MS	3
10.	Earlier Past of Today,"already", and negative: na--a; ta--MS	4
11.	Earlier Past of Today, and negative:--MS; ta--MS	4
12.	Earlier Past of Today, and negative: aci--a; ta-aci--a	4
13.	Imperfect of Today, and negative: -acila--a; ta-acila--a	4
14.	Past Before Today, and negative: a--MS; ta-a--MS	6
15.	Past Before Today, and negative:--ati--; ta-a--MS	6
16.	Imperfect Before Today,"usedto", and negative:-ale--a;ta-ale--a	6
17.	Remote Past, and negative: -ali--MS; ta-a--MS	7
18.	"Not Yet" Tense: "I have not yet"": ta-la--a	7
19.	"Only Just" Tense: -shi--a fye	7
20.	"Still": -cili	7
21.	A-Prefix Tense, and negative: a--a; a-bula--a	7
22.	Present State from Past Action, and "emphatic" negative: -ali--a; ta-a--a	8
23.	Present Continuous Tense, and negative: -li; ta--li	9
24.	Habitual tense, and negative: -ba. ta--ba	9
25.	Immediate Future of Today; and negative: -alaba; ta-abe	10
26.	Later Future of Today; and negative: -leba; ta--abe	10
27.	Earlier Past of Today, and negative: -aciba; ta--aciba	11
28.	Past of Before Today and negative; -ali; ta-ali.	11

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28. Past of Before Today and negative: -ali; ta-ali 11

29. "Was all the time today" and negative: -aciba -li; taaciba tali 12

30. "Was all the time today"; and negative: -ali-li; ta-ali ta-li 12

31. "Always", and negative: -aba; ta-aba 13

32. "Always was and am still"; and negative: -aliba; ta-aba 14

33. "Was still": -aciba-cili; ali-cili 14

34. A-Prefix Tense, and negative: a-ba; a-kana (ku)-a a-bula (ku)-a 15

35. "Am still": -cili -le--a 15

36. "have still not yet": -cili ta-la--a 16

37. "not Yet" had not yet": -ali ta-la--a 17

38. Remote future Perfect: "shall have": -kaba na--a 17

39. Remote continuous Past of Today: -aciba -le--a 17

40. Three pluperfect Tenses of today, and negative: 18

- aciba ta--MS

41. Uses of the Applied Form: 1-4 19

42. Uses of the Applied Form: 5-9 20

43. Uses of the Applied Form: 10-14 21

44. Uses of the Applied Form: 14-17 22

45. Uses of the Applied Form: 17-21 22

46. Summary of words using Applied Forms 23

47. Summary of Words Using Applied Forms 24

PRESENT CONTINUOUS - le---a

Affirmative		**Negative**
-le---a		ta-le---a
ndeafwa	I am helping	nshileafwa
uleenda	you are walking	tauleenda
aleisa	he is coming	taleisa
tuleonta	we are warming	tatuleonta
muleumfwa	you are listening	tamuleumfwa
balemona	they are seeing	tabalemona
cileya	it is going	tacileya
filecita	they are doing	tafilecita

1) Action is still continuing
2) -le- does not fuse. Vowels pronounced separately
3) Can stand alone (e.g.) Balesamba; they are bathing
4) Use in Relative: Umuntu uulebomba: The one who is working

HABITUAL TENSE

Affermative		**Negative**
njafwa	I help	ta---a
wenda	You walk	tawenda
eesa	He comes	teesa
toonta	We warm ourselves	tatoonta
muumfwa	You hear	tamuumfwa
bamona	They see	tabamona
ciya	It goes	taciya
ficita	They do	taficita

1) "Customary"; "usually"; "normally"; "habitually followed by "pe" means "always" (e.g.) Wenda per (You always walk)
2) Fuses
3) Cannot stand alone. Mpeepa ku kanwa (I smoke using the mouth); bushe mupeepa mu myona? Do you take snuff?
4) Used in Relative. Ukwenda eka: he who walks alone; ine newenda neka; I who walks alone.

LATER FUTURE OF TODAY

Affermative		**Negative**
-le---a		ta-a---e
ndeafwa	I shall help	nshaafwe
uleenda	You will walk	tawaende
aleisa	He will come	taise
tuleonta	We shall warm	tatwaonte
muleumfwa	You will hear	tamwaumfwe
balemona	They will see	tabamone
cileya	It will go	tacaye
filecita	They will do	tafyacite

1) Mostly followed by an adverb of time. ndeisa limbi; I shall come later. Note the negative.
2) Does not fuse
3) Cannot stand alone. Must have an adverb of time. ( )
4) Used in Relative; uuleisa icungulo: he who will be coming this evening.
uushaise lelo : he who will not come today.

FUTURE AFTER TODAY

Affirmative		**Negative**
-ka---a		ta-aka---e
nkaafwa	I shall help	nshakaafwe
ukeenda	You will walk	tawakeende
akeesa	He will come	takeese
tukoonta	We shall warm ourselves	tatwakonte
mukoomfwa	You will hear	tamwakomfwe
bakamona	They will see	tabakamone
cikaya	It will go	tacakaye
fikacita	They will do	tafyakacite

1) Note the negative
2) Fuses
3) Can stand alone
4) Used in Relative (e.g)((ifwe) fwe ba kesa ; we who will come
(ine ne ukesa; I who will come

FROM NOW ON ALWAYS

Affirmative		Negative
-akula---a		-ta-akula----a
nakulaafwa	I shall always help	nshakulaafwa
wakulaenda	You will always walk	tawakulaenda
aakulaisa	He will always come	takulaisa
twakulaonta	We shall always warm	tatwakulaonta
mwakulaumfwa	You will always hear	tamwakulaumfwa
baakulamona	They will always see	tabakulamona
cakulaya	It will always go	tafyakulaya
fyakulacita	They will always do	tafyakulacita

* 1) Negative also uses -ale-a, e.g. nshalesamba;
2) Does not fuse
3) Can stand alone. He who will always walk
* 4) Used in Relative (e.g.) Uyu uakulaenda - uyu wakulaenda
uuakulaenda = uwakulaenda - the one who always walks

FROM LATER ON ALWAYS

Affirmative		**Negative**
-kala---a		ta-akale---a
nkalaafwa	I will be helping	nshakalaafwa
ukalaenda	You will be walking	takalaisa
akalaisa	He will be coming	tatwakulaonta
tukalaonta	We will be warming	tatwakulaumfwa
mukalaumfwa	You will be hearing	tabakalamona
bakalamona	They will be seeing	tacakalaya
cikalaya	It will be going	tafyakalacita
fikalacita	They will be doing	

1) "a: indicates continuity in the future
2) Does not fuse
3) Can stand alone
4) Used in Relative

IMMEDIATE PAST OF TODAY "Just"

Affirmative		**Negative**
-a---a		ta---MS
naafwa	I have just helped	nshafwile
waenda	You have just walked	tawendele
aisa	He has just come	teeshile
twaonta	We have just warmed	tatontele
mwaumfwa	You have just heard	tamumfwile
bamona	They have just seen	tabamwene
caya	It has just gone	taciile
fyacita	They have just done	taficitile

1) Meanings:
   (a) Something just done, aisa: he has just come
   (b) Continuity of state, ifwe twakota: we are old
   (c) In narration a remote past, namona kalulu: I saw a rabbit
   (d) After "nga" (if, when) referring to any future, nga twafika: if we arrive.
   (e) After "kuti" (can, could, should, would), kuti mwaisa: You can come.
   (f) Asking and answering question at present, bushe mwaumfwa: Do you understand.
   (g) With "kwi" (where)? mwayakwi?: where are you going? with "shani" (how) mwaumfwa shani? How do you feel?

2) Does not fuse
* 3) Used in Relative: fwe baisa: we who have come. Negative (e.g.) 4) Can stand alone
5) After "epali", leteni filyo epali twafwa: bring food lest we die; "lest"; "so that"
* 6) When used with -ba means "always". N.B. the negative.
tu a ba mano : we who are always wise - twaba bamano
Negative relative pronoun - fwe ba/shi/shile : We who have not come (to our destination)

EARLIER PAST OF TODAY "ALREADY"

Affirmativ		**Negative**
Na---a		ta---Ms
ninjafwa	I have already helped	nshafwile
nawenda	You have already waled	tawendele
naaisa	He has already come	teeshile
natoonta	We have already warmed	tonteele
namuumfwa	You have already heard	tamuumfwile
nabamona	They have already seen	tabamwene
naciya	It has already gone	taciile
naficita	They have already done	taficitile

1) Meanings:

   (a) "already": a completed action
   (b) Following verbs of seeing and feeling e.g. sanga; find, mona; see, umfwa; hear, tukabasanga nabekala; we will find they have sat down; naumfwile nabalwala: I heard they are ill.
   (c) Used in asking and answering questions (e.g)?

2) Fuses. (Remember fusion can only take place twice. viz na-a-afwa = nafwa = naayafwa = he has already helped)

3) Can stand alone - ningumfwa : I understand

4) Used in Relative with "ukuba "auxiliary: fwebali natubomba: we who have worked.

EARLIER PAST OF TODAY

Affirmative		**Negative**
---MS		ta---MS
njafwile	I helped earlier	nshafwile
wendele	You walked earlier	tawendele
eeshile	He came earlier	teeshile
toontele	We warmed earlier	tatoontele
Naumfwile	You heard earlier	tamumfwile
bamwene	They saw earlier	tabamwene
ciile	It went earlier	taciile
ficitile	They did earlier	tafyacitile

1) Must refer to earlier today

2) Fuses

3) Cannot stand alone. beele ku boma; they have gone to the Boma. 4) Used in Relativel ne uubombele ulucelo; I who worked this morning.

RECENT PAST OF TODAY (Imperfect of today)

Affermative		**Negative**
-acila---a		ta-cilaa--a
nacilaafwa	I was helping	nshacilaafwa
wacilaenda	You were walking	tawacilaenda
aacilaisa	He was coming	tacilaisa
twacilaonta	We were warming	twacilaonta
mwacilaumfwa	You were hearing	tamwacilaumfwa
bacilamona	They were seeing	tabacilamona
cacilaya	It was going	tacacilaya
fyacilacita	They were doing	tafyacilacita

1) The action was incomplete earlier today and took some time.

2) Final "a" does not fuse

3) Can stand alone

* 4) Used in relative (e.g.) u-wacilaisa he was coming
abaacilaisa they who are coming

PAST BEFORE TODAY

Affermative		**Negative**
-ala---a		ta-a---MS
naliafwa	I helped	nshaafwile
walienda	You walked	tawaendele
aaliisa	He came	taishile
twaliaonta	We warmed ourselves	tatwaontele
mwaliumfwa	You heard	tamwaumfwile
baalimona	They saw	taabamwene
caliya	It went	tacayile
fylicita	They did	tafyacitile

1) Same meaning as -a---MS
2) Fuses, (except if verb of state is used in a remote sense). e.g. mailo naliupa - yesterday I married.
3) Can stand alone
4) Not used in Relative. Use -a---MS
5) Used with -ba, and same stress -ali

IMPERFECT BEFORE TODAY ("Used to"

	Affermative		**Negative**
	-ale---a		ta-a---MS
	naleafwa	I used to help	nshaafwile
	waleenda	You were walking	tawaleenda
*	twaleonta	We were warming	tatwaleonta
	mwaleumfwa	You used to hear	tamwaleumfwa
	baalemona	They used to see	tabaalemona
*	caleya	It was going	tacaleya
	fyalecita	They used to do	tafyalecita

1) Meaning "used to", "repeatedly","often","usually","Normally"
2) Does not fuse
3) Can stand alone
4) Used in Relative. ne uwalebomba: I who used to work; ne usnalebomba: I who did not often work
5) With vervs of state

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REMOTE PAST

Affermative		**Negative**
-ali---MS		ta-a---MS
nalyafwile	I helped long ago	nshaafwile
walyendele	You walked long ago	tawaendele
aaliishile	He came	taishile
twalyontele	We warmed ourselves	tatwaontele
Mwalyumfwile	You heard long ago	tamwaumfwile
balimwene	They saw long ago	tabamwene
caliyile	It went long ago	tacayile
fyalicitile	They did long ago	tafyacitile

1) Most remote past
2) Fuses
3) Can stand alone
4) Not used in relative - Use -a---MS
5) Used with -ali; "had not yet" : twalitatulafika: we had not arrived.

"STILL"

-cili	
ncili	I am still
ucili	You are still
acili	He is still
tucili	We are still
mucili	You are still
bacili	They are still
icili	It is still
ficili	They are still

1) There is no negative. acili aleisa: he is still coming. (e.g)? 3) Used in the Relative. ne ucili po, etc.

A-PREFIX TENSE

Affermative		**Negative**
a---a		a-bula---a
njafwa	Had I helped	Mbulaafwa
awenda	Had you walked	aubulaenda
eesa	Had he come	aabulaisa
atoonta	Had we warmed	atubulaonta
amuumfwa	Had you heard	amubulaumfwa
abamona	Had they seen	ababulamona
aciya	Had it come	acibulaya
aficita	Had they done	afibulacita

1)

1) **Conditional Sentences:** amwisa kuno nga namupele fimo: If you had come here, I would have given you something, atubulaisa nga mwaciya bwangu: If we had not come, you would have left quickly.

2) **With -tala:- bala in remote future:** tukabala atubomba: First we shall work; Bushe mukatala amuya ku bulaya? Will you **ever** go to Europe? iyo, tatwakatale atuyako: no we shall **never** go there.

3) With -tala: -bala in the past, use -a---a tense: bushe mwatala amumone nkalomo? Have you **ever** seen a lion? Iyo tatwatala atumone nkalamo: no we have **never** seen a lion.

4) **With -suka in remote future;** tukasuka atufika, finally we shall arrive. Means also "at last": "end by", "finished by" "till", "until".

5) **Introducing Direct Speech in all tenses:** (but not so common with -le---a and -a---a) twasosele atuti: we said that tukasosa atuti: we shall say that batile abati: they said that, mwitila amuti: do not say that

6) Does not fuse

7) Cannot stand alone

8) Used with -ba.

PRESENT STATE FROM PAST ACTION

Affermative		**Negative**
-ali---a		ta-a---a
nalyanguka	I am light	nshaanguka
walyupa	You are married	tawaupa
aliikala	He is living	taikala
twalyonda	We are thin	tatwaonda
mwalyupwa	You are married	tamwaupwa
balifwa	They are dead	tabaafwa
calibola	It is rotten	tacabola
fyalinaka	They are soft	tafyanaka

1) Translated using present tense; started long ago, still exists
2) Fuses
3) Can stand alone
4) Not used in Relative - Use a---a
5) Used with -ba, and same stress - ali

PRESENT CONTINUOUS TENSE:

PRESENT CONTINUOUS TENSE:

-Affermative		Negative
-li		ta--li
ndi	I am	nshili
uli	You are	tauli
ali	He is	taali
tuli	We are	tatuli
muli	You are	tamuli
bali	They are	tabali
cili	It is	tacili
fili	They are	tafili

HABITUAL TENSE

Affermative		Negative
-ba		ta-ba
mba	I am usually	nshiba
uba	You are normally	tauba
aba	He is habitually	taba
tuba	We are normally	tatuba
muba	You are usually	tamuba
baba	They are babitually	tababa
ciba	It is customary	taciba
fiba	They are usually	tafiba

1) Means: "usually"; "normally"; habitually"; "customary".
2) Cannot stand alone
3) Not used in Relative. Use - aba instead

With prepositions:

kuba:	there is usually
paba:	there (on) is habitually
muba:	there (in) is normally
takuba:	there is not usually
tapaba:	there (on) is not normally
tamuba:	there (in) is not usually

IMMEDIATE FUTURE OF TODAY

Affermative		Negative
-alaba		ta---abe
nalaba	I am about to be	nshabe
walaba	You are about to be	tawabe
aalaba	He is about to be	tabe
twalaba	We are about to be	tatwabe
mwalaba	You are about to be	tamwabe
baalaba	They are about to be	tababe
calaba	It is about to be	tacabe
fyalaba	They are about to be	tafyabe

*e.g.? 1) Cannot stand alone. Must have an adverb of time.
e.g. nalabako nombaline: - right now
1) I shall be there in a moment
2) Used in Relative

With Prepositions:

kwalaba: there is about to be
palaba: there (on) is about to be
mwalaba: there (in) is about to be

takwabe: there is not abot to be
tapabe: there (on) is not about to be
tamwabe: there (in) is not about to be

LATER FUTURE OF TODAY

Affermative		Negative
-beba		ta---abe
ndeba	I shall be	nshabe
uleba	You will be	tawabe
aleba	He will be	tabe
tuleba	We shall be	tatwabe
muleba	You will be	tamwabe
baleba	They will be	tababe
cileba	It will be	tacabe
fileba	They will be	tafyabe

1) Cannot stand alone. Must have an adverb of time, e.g ndebako cungulo: I shall be ther tonight.

2) Used in Relative

With preposition:

kuleba:	there will be	takwabe:	there will not be
paleba:	there(on) will be	tapabe:	there (on) will not be
muleba:	there (in) will be	tamwabe:	there (in) will not be

EARLIER PAST OF TODAY

Affermative		**Negative**
-aciba		ta-aciba
naciba	I was	nshaciba
waciba	You were	tawaciba
aaciba	He was	twaciba
twaciba	We were	tatwaciba
mwaciba	You were	tamwaciba
baaciba	They were	tabaciba
caciba	It was	tacaciba
fyaciba	They were	tafyaciba

1) Cannot stand alone
2) Used in Relative

With Prepositions:

kwaciba:	there was	takwaciba:	there was not
paciba:	there (on) was	tapaciba:	there(on) was not
mwaciba:	there (in) was	tamwaciba:	there(in) was not

PAST OF BEFORE TODAY

Affermative		**Negative**
ali		ta-ali
nali	I was	nshali
wali	You were	tawali
ali	He was	tali
twali	We were	tatwali
mwali	You were	tamwali
bali	they were	tabali
cali	It was	tacali
fyali	They were	tafyali

1) Usually a remote past as opposed to -aliba, but can express nearer to past when need with an adverb. e.g. mailo nali ku bwinga.

2) Cannot stand alone

3) Used in Relative

With Prepositions:

Kwali	: there was	takwali	: there was not
pali	: there(on) was	tapali	: there(on) was not
mwali	: there(in) was	tamwali	: there(in) was not

"WAS ALL THE TIME TODAY

Affirmative		**Negative**
-aciba -li		ta-aciba ta-li
naciba ndi	I was	nshaciba nshili
waciba uli	you were	tawaciba tauli
aciba ali	he was	taciba tali
twaciba tuli	we were	tatwaciba tatuli
mwaciba muli	you were	tamwaciba tamuli
baciba bali	they were	tabaciba tabali
caciba cili	it was	tacaciba tacili
fyaciba fili	they were	tafyaciba tafili

1) This tense expresses continuity of today
2) Aff. cannot stand alone
3) Used in Relative, but only first verb takes the form. e.g. ne waciba ndi:. I who was

With Prepositions:

kwaciba kuli	:	there was all the time
paciba pali	:	there(on) was all the time
mwaciba muli	:	there(in) was all the time
takwaciba takuli	:	there was not all the time
tapaciba tapali	:	there(on) was not all the time
tamwaciba tamuli	:	there(in) was not all the time.

"WAS ALL THE TIME TODAY

-Ali -li		ta-ali ta-li
nali ndi	I was	nsali nshili
wali uli	you were	tawali tauli
twali tuli	we were	tatwali tatuli
mwali muli	you were	tamwali tamuli
cali cili	it was	tacali tacili
fyali fili	they were	tafyali tafili

1) This tense expresses continuity of today.
2) Cannot stand alone
3) Used in Relative, but only first verb takes the form.
   e.g. ne uwali ndi: I who was all the time.

With Prepositions:

kwali kuli : there was all the time

mwali muli : there(in) was all the time

takwali takuli : there was not all the time

tamwali tamuli : there(in) was not all the time

"ALWAYS"

Affirmative		**Negative**
-aba		ta -aba
naba	I am always	nshaba
waba	you are always	tawaba
aba	he is always	taba
twaba	we are always	tatwaba
mwaba	you are always	tamwaba
baba	they are always	tababa
caba	it is always	tacaba
fyaba	they are always	tafyaba

1) The negative is emphatic

2) Can stand alone in the negative only

3) Used in Relative

With Preposition

Kwaba : there is always takwaba: there is not at all
paba :there(on)is always tapaba: there(on)is not at all
mwaba :there(in)is always tamwaba:there(in)is not at all

"ALWAYS WAS AND AM STILL

Affirmative		**Negative**
-aliba		ta -aba
naliba	I was and on	nshaba
waliba	you were and are	tawaba
aliba	he was and is	taba
twaliba	we were and are	tatwaba
mwaliba	you were and are	tamwaba
baliba	they were and are	tababa
caliba	it was and is	tacaba
fyaliba	they were and are	tafyaba

1) The negative is emphatic. This tense express "live" "stay". etc. e.g. mwaliba kwi? where do you stay

2) Only negative can stand alone

3) Not used in Relative. Use -aba instead.

With Prepositions:

kwaliba : there was and is -takwaba: there is not all
paliba : there(on)was and is -tapaba: there(on)is not all
mwaliba : there(in)was and is -tamwaba: there(in)is not all

"WAS STILL"

-aciba -cili	-ali -cili	
naciba ncili	nali ncili	I was still
waciba ucili	wali ucili	you were still
aciba acili	ali acili	he was still
twaciba tucili	twali tucili	we were still
mwaciba mucili	mwali mucili	you were still
baciba bacili	bali bacili	they were still
caciba cicili	cali cicili	it was still
fyaciba ficili	fyali ficili	they were still

1) Can be used of any past tense, but only -aciba is used of today. The "still" may be untranslated.

2) Cannot stand alone.

3) Used in the Relative, but only first verb takes the form e.g. ne uwaciba ncili kuno: I who was still here

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A PREFIX TENSE

Affirmative		**Negative**
a -ba		a - kana (ku) --a a - bula (ku) --a
mba	If I was	nkanaba
auba	if you were	aubulaba
aba	if he was	abula kuba
atuba	if we were	atukana kuti tube
amuba	if you were	amubula kuti mube
ababa	if they were	abakana kuti babe
aciba	if it was	acikana kuti cibe
afiba	if they were	afibula kuba

1) Used in conditional clauses

2) Cannot stand alone.

With Prepositions:

akuba : if there was akubulaba: if there was not
apaba : if there(on)was apabula kuti pabe- if there(on) was not
amuba : if there(in)was amukana kuba: if there(in) was not.

"AM STILL

-cili -le---a

ncili ndeafwa	I am still helping
ucili uleenda	you are still walking
acili aleisa	he is still coming
tucili tuleonta	we are still warming ourselves
mucili muleumfwa	you are still hearing
bacili balemona	they are still seeing
cicili cileya	it is still going

ficili filecita	they are still doing

1) No negative used in narration as a remote past

2) Can stand alone.

3) Used in Relative, but first verb only takes the form.
e.g. na ucili ndebomba. I who am still working

4) With verbs of state. Use na ---a tense. eg.

ncili nidwala	I am still ill
ucili nulwala	you are still ill
acili nalwala	he is still ill
tucili natulwala	we are still ill
mucili namulwala	you are still ill
bacili nabalwala	they are still ill
cicili nacilwala	it is still ill
ficili nafilwala	they are still ill

"HAVE STILL NOT YET"

- cili ta-la---a

ncili nshilaafwa	I have still not yet helped
ucili taulaenda	you have still not yet walked
acili talaisa	he has still not yet come
tucili tatulaonta	we have still not yet warmed
mucili tamulaumfwa	you have still not yet understood
bacili tabalamona	they have still not yet seen
cicili tacilaya	it has still not yet gone
ficili tafilacita	they have still not yet done

2) Used in Relative, but first verb only takes the form.
ne uli nshilaya: It is I who have still not yet gone,
auxiliary -ti.

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"NOT YET" tense: "HAD NOT YET"

-ali ta-la-a	
nali nshilaafwa	I had not yet helped
wali taulaenda	you had not yet walked
aali talaisa	he had not yet come
twali tatulaonta	we had not yet warmed ourselves
mwali tamulaumfwa	you had not yet heard
baali tabalamona	they had not yet seen
cali tacilaya	it had not yet gone
fyali tafilacita	they had not yet done.

1) Also used with -aciba ta-la---a

naaciba nshilaafwa	I had not yet helped
waciba taulaenda	you had not yet walked
aaciba talaisa	he had not yet come
twaciba tatulonta	we had not yet warmed ourselves
mwaciba tamulaumfwa	you had not yet understood
bacili tabalamona	they had not yet seen.
caciba tacilaya	it had not yet gone
fyaciba tafilacita	they had not yet done.

2) Used in Relative, but first verb only takes the form. Rarely used.

REMOTE CONTINUOUS PAST OF TODAY.

Affirmative		**Negative**
-aciba -le--a		ta-aciba ta-le-a
naciba ndeafwa	I was helping	nshaciba nshileafwa
waciba uleenda	you were walking	tawaciba tauleenda
aciba aleisa	he was coming	taciba taleisa
twaciba tuleonta	we were warming	tatwaciba tatuleonta
mwaciba muleumfwa	you were listening	tamwaciba tamuleumfwa
baciba balemona	they were seeing	tabaciba tabalemona
caciba cileya	it was going	tacaciba tacileya
fyaciba filecita	they were doing	tafyaciba tafilecita

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1) Continuity i the past of today. Negative uncommon.

2) Can stand alone meaning an action that took some time. Also an action still going on when another took place. e.g. ilyo mwishile naciba ndebomba: when you arrived I was working.

3) Used in relative, but first verb only takes the form

4) Also used with -ali-le---a

nalindeafwa	I was helping	nshali nshileafwa
wali uleenda	you were walking	tawali tauleenda
ali aleisa	he was coming	tali taleisa
twali tuleonta	we were warming	tatwali tatuleonta
mwali muleumfwa	you were listening	tamwali tamuleomfwa
bali balemona	they were seeing	tabali tabalemona

THREE PAIRS PERFECT TENSES OF TODAY "had"

Affirmative		**Negative**
-aciba -a -a		ta-acibata----MS
naciba naafwa	I had just helped	nshaciba nshafwile
waciba waenda	You had just walked	tawaciba tawendele
aciba aisa	he had just come	taciba teshile
twaciba twaonta	we had just warmed	tatwaciba tatontele
mwaciba mwaumfwa	you had just heard	tamwaciba tamumfwile
baciba bamona	they had just seen	tabaciba tabamwene
-aciba----MS		
naciba njafwile	I had helped earlier	As above
waciba wendele	you had waled earlier	
aciba eshile	he had come earlier	
fwaciba tontele	we had warmed earlier	
mwaciba mumfwile	you had heard earlier	
baciba bamwene	they had seen earlier	

1) -ali may be used but is uncommon. The action is finished before another occurs.
---be may also be used in West. e.g. mbe nimomba

2) Used in Relative but first verb only takes the form, except in negative relative when both verbs take negative parcicle "-shi" eg.
Fwe bashaciba tushishile: we who had not come.

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3) In the Relative negative the particle "-ta-"can be used with the second verb e.g.
Fwe bashaciba tatwishile: we who had not come.

USES OF THE APPLIED FORM

(1) To do something for someone or for something:

Anjebele ukumuletele nkoko: He told me to bring him chicken.

Tulebombele ndalama: We are working for money.

Nkasambila Chali umwana: I shall wash the child for Chali

Nacishitila mayo muti: I bought medicine for my mother

Alebateyanishishe tebulo: She will set the table fo them.

Mutwipikile: Cook for us. (subjunctive: Applied form)

(2) Motion Towards:

Alebutukila ku nsoka: He is running towards the snake.

Tukafumina ku Kasama pali Cimo: We will leave for Kasam

Babwelela ku mushi lelo: They went back to their villag today.

(3) Location: to; in; on; at; where?

Afyalilwe mwa Mulundu: He was born in Mulundu's village.

Alefumina uko: He will emerge at that point.

Cileponena pe tebulo: It will fall on the table.

Baowela kwishilya: They have swum to the shore.

Bombela mu ng'anda: Work in the house(Normmay works outside)
Ukulila mung'anda: Eat in the house. (normally eats

Wafyalilwe kwi?: Where were you born?

(4) **Beforehand:** "ca limo": "libela"; "kabela".

Iwe uleishila ca limo: You must come beforehand.

Anjebele libela: He told me beforehand.

Uses of the Applied Form:

(5) **To express something troublesome, even tragic.**

Anjipaile umwana: He killed my child

Aibilwe incinga: He had his cycle stolen.

Wincushisha mwana: Don't trouble my child.

(6) **To express something really extreme: Neg. Reflective**

Batupele ifilyo' ifishaiwamina: They gave us wonderful

Mukamone nsoka iishailepela: You will see an extremely long snake.

Aba bantu, te pa bubi, bashaibipila: These people are bad, they're terrible.

(7) **Why:** "cinshi?"

Cinshi ukeshila? : Why will you come?

Cinshi muleila? : Why are you going?

Cinshi mukaila? : Why will you go?

Cinshi mulefwayile sembe? Why do you want the axe

Cinshi Chali afwayila mabuku? : Why did Chali want the books?

Cinshi balebifishe fi? : Why are they doing wrong like this?

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(8) **Why? What is the reason?:** "Mulandu nshi?

Mulandu nshi mule-lembela? : Why will you write?

Mulandu nshi bakeshila mailo? : Why will they come tomorrow?

(9) **The Reason why:** "Umulandu"

Umulandu abombele ni co alefwaye ndalama:
Reason he worked is that he wanted money.

Njebo mulandu wasendamine mu ng'anda yandi:
Tell me the reason you slept in my house.

Uses of the Applied Form:

(10) **Why: The reason why:** "e co": "ico": "epo": "e mo".

E po wabela mwana usuma: That is why you are a good child

E co wabela namutekenya wakwe: That is why you are his driver

E co tukaila: That is why we shall go.

E co baishila: That is why they have just come.

Naliishibe co mwana alilala: I know why the child cries

Twaliishibe co mwana akalabila: We know why the child will forget.

I co amupokolweleleko pantu alimutemwa:

The reason he rescued him is because he loves him.

E mo baimwena: thats how they live.

(11) **To Get:**

Ndebutukila Chali: I shall run to get Chali.
Tulebombele ndalama: We are working to get money
Aishila malipilo: He has just come to get his wages.

(12) **Bacause of:**

Baleibile nsala: They are stealing because of hunger.

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(13) **Since:("apo")**

Apo aishila shapite nshiku shinga? How many days have passed since he came?

(14) **How to: "umwa": "umusango + -mo": The Way in which "umo"**

Anangile uwa kwi paile sabi: He showed me how to catch fish.

E musango abaice bakulilamo: That is how the children have grown.

Unange **ususango** tulimine**mo** kuno: This is the way we have cultivated here.

Ulecita umo mwine bafwaila: You are doing it the way they want.

(15) **With some Adverbs:**

Alilembela **limo na limo**: He has written it once for all

Indalama shabo babikila **pamo:** They always put their money together.

Abombele **fye**: He has worked in vain.

Ndemwebela **limo:** I'll tell you in advance.

Mwabombela **fye**: You have worked in vain.

Twendela **pamo:** We always walk together.

(16) **Some: with which to:**

Kafwaye amatete aya kulukilo museke: Fetch some Reeds with which to make a basket.

Ndeya ndenukule fyani fya kupangile cisote: I'll go and pull up some grass to make a hat.

(17) **A with which to: "ko"; "mo"; "po".**

Ali ne fumo lya kwipailako imbwili: He has a spear with which to kill the lepard.

Leteni supuni uwakulilako umusunga: Bring a spoon with which to eat the porriage.

Bushe takulu bwato bwa kwabukilamo: Is there no canoe

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in which to cross the river.

Nshikwete ca kupyangilako: I have nothing to sweep with.

(18) Instead of: "-ko"

Belengelako Chali: Read instead of Chali.
Nkakuyilako: I shall go instead of you.
Tukabelako: We shall go instead of them
Alemwebelako kuli ine: He will tell me instead of you.
Twipikileko: Cook instead of us.
Poselako Chali: Throw it for Chali.

(19) In Place of: "-po".
Takamupelelapo cimbi: We shall give her another in its place.

(20) With the infinitive as subject: (Same as (16))

Sopo wa kusambila mwana: Soap for washing the child.
Amenshi ya kucapile nsalu: Water for washing clothes.
Fibombelo fya kulungikila motoka: They are tools for repairing the car.
Itebulo lya kulembelapo: Writing table (belongs in(17))

(21) A few which cause trouble:

- Fumina ku: Leave for, go out to
- Ontela kasuba : Warm in the sun
- Fuma ku: Come from, fo from
- Onto mulilo: Warm by the fire
- Bwelela ku: Return to
- Lya : Eat
- Butukila ku: Run to
- Nunkila: Small sweetly
- Butuka ku: Run from
- Nunka: Small badly
- Fumisha ku: Take out into the sun
- Ponena: Fall on to
- Fumya ku: Take out of the sun.
- Pona: Fall from.

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SUMMARY OF WORDS USING Applied Forms:

ku:	- towards, for, to.
uko:	- at that place
mwa:	- in.
pa:	- on, to
nu:	- in, into, from within
kwi?:	- where to
kwishilya:	- to the sore (across)
ca limo:	- before hand
libela, kabela:	- beforehand
cinshi?	- why?
mulandu nshi?	- why?
umulandu:	- the reason why
ico:	- the reason only
eco:	- that is why
epo:	- that is why
emo:	- that is how
apo:	- since
umwa:	- how to, the way in which
umo:	- the way in which, how to
umusango +..mo..	- the way in which, how to
limo na limo:	- once and for all
pamo:	- together
fye:	- in vain
limo:	- once
-ko:	- instead of, with which to
-po:	- in place of, with which to
-mo:	- in which to.

BEMBA
INTERROGATIVES

ILIPUSHO(QUESTION) **AMEPUSHO (QUESTIONS)**

The interrogative sentence is used to ask a question. In most cases, a declarative sentence may become an interrogative one by replacing a question mark (?) at the end.

e.g. Kangwa nalya ubwali . (Kangwa has eaten nshima)
Kangwa nalya ubwali? (Has Kangwa eaten nshima?)

'BUSHE' placed at the begining of a statement indicates that a question has been posed. Here are some types of questions but please take note of:-

a) Formal question with BUSHE
b) informal questions without BUSHE
c) Possible word order
d) The use of the copula verb 'NI'

1. BUSHE .....ANI/NANI(SINGULAR)/BUSHE .....BANI/BANANI(PLURAL WHO?)

Sing. Bushe upele ani? /Bushe ni nani upele?
Upele ani? / Ni nani upele?

Who have you given.

Plural/Hon. Bushe mwaita banani?/Bushe nibanani mwaita?
Mwaita banani?/ Nibanani mwaita?

Who have you called/invited.

NB. For people's roles, ranks, professions; Bushe Peter ni nani?/Peter ninani? (Who is Peter) Ni kafundisha. (He is a teacher).

Bushe Peter na Charles nibanani?/Peter na Charles nibanani? (Who are Peter and Chales?).

i) **ANI/BANANI**

Maybe used as either direct object or indirect object.

D.O. Bushe upele ani?/Bushe upele banani? (Who have you given?)
I.O. Bushe wabombele ani incito?/Bushe wabombele bani incito? (Who did you do the job/work for?)

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ii) Can be used with demonstratives.

Sing. Bushe uyu nani? Bushe ni nani uyu? Ni nani uyu?
Who is this one.

Plural/Hon. Bushe aba nibanani?/Bushe nibanani aba?/Aba nibanani? Nibanani aba?
Who are these/ones?

iii) Is used with 'ukuba' copula = to be + name/profession/nationality

e.g. Bushe niwe nani?	NB. the verb 'ukuba' can be 'uli'
Niwe nani?	e.g. Bushe uli wakwi? Uli wakwi
Who are you?	*Where are you from?*
Nine John/Umusambi	Ndi waku California.
I am John, a student.	*I am/come from California.*

2. A. **BUSHE.....-NSHI (ROOT)**

i) Bushe....nshi (What?)

Bushe finshi alandile?/ Bushe nifinshi alandile?/Alandile finshi? Nifinshi alandile?
What did he/she say?

Ukuba (to be) ne nshi? What... be with? What... have?
Bushe uli ne nshi?/ Uli nenshi?
What are you with?/ What do you have?

Other uses of -'nshi?'
e.g. Ni nshitanshi? ; What time is it?

ii) **Bushe cinshi.....? Cinshi?**

1. What is it?/ What is the matter?

2. What...with? Bushe amuma na cinshi? Bushe ni cinshi amuma naco?
Amuma na cinshi? Nicinshi amuma naco?
WhAt did he/she hit him/her with?

3. Of what? Bushe afwile nenshi? Afwile nenshi?
What did he/she die of

iv. '**Mulandu nshi**' also expresses purpose/aim

Bushe mulandu nshi eshile? Bushe eshile mulandunshi?
Mulandunshi eshile? Eshile mulandunshi?
What is his/her purpose (aim) for coming?

v) **Bushe...-nshi? (stem)**

Bushe tuleya nshilanshi? Bushe ni nshilanshi tuleya?
Tuleya nshilanshi? Ni nshilanshi tuleya?
Which route are we taking?

Lushishi nshi? Which fibre?
Fisabo nshi? Which fruits?
Ni nsoka nshi mumwene? What kind of snake have you seen?

3. **BUSHE...SHANI? HOW?**

Bushe muli shani?	Bushe wishile shani?
Muli shani?	Wishile shani?
How are you	*How have you come?*

NB. Bushe....shani?

4. **BUSHE ... LISA/LILALI? WHEN?**

Mostly used to ask for day of the week, month,year.

Bushe akaya lisa/lilali?	Bushe ni lisa/lilali akaya?
Akaya lisa.lilali?	Ni lisa/lilali akaya?

When will he/she go?

5. **BUSHE....NSHI/NINSHI?**

Bushe .....mulandu nshi? / Ninshi? What reason?/Why?

Bushe mulandu nshi waishila? Bushe ninshi waishila? Waishila mulandunshi?
What is your reason for coming? Why have you come?

NB. In 'Bushe mulandunshi waishila?' 'mulandu' is optional, it can be
Bushe ninshi waishila?
Bushe mulandunshi mwaila? Ninshi mwaila?
What is the matter/reason for your going? Why are you going?

Ninshi pantu? / Pantu ninshi? is 'Why not?'

6. **BUSHE....NGA (STEM) HOW MANY? HOW MUCH?**

'.....nga' agrees with noun classes.

Bushe abantu bali banga? Bushe bali banga abantu
How many people are there?

Bushe ni shinga (ulupiya) icoola ici? / Bushe icoola ici ni shinga?
Icoola ici ni shinga? Ni shinga icoola ici?
How much(money) is this bag?

Amayanda ni yanga? Ni yanga amayanda? *How many houses?*
Imiti inga? How many trees? Ni shinga inkonde? How many bananas?

NB. 'Pali cinga' would mean 'on which day?'

7. **ICILANGILILO/PAMO NGA (FOR EXAMPLE/INSTANCE)**

A. Ndi na mafya ayengi. (I have so many problems)
B. Pamo nga? (For instance?)
A. Nshikwete impiya, nimfeluka amashindano. (I have no money, I have failed my exams.)

Other expressions.

a) Bushe kuti + pp + pela icilangililo/ifilangililo.

Bushe kuti mwapela ifilangililo? (Can you give examples).
Peleni ifilangililo. (Give examples).

b) Bushe kuti wapela icilangililo ca cikombe?
Kuti wapela icilangililo ca cikombe?
Can you give an example of a trophy (sport)?

Bushe kuti twapela ifilangililo fya nama shampanga?
Can we give examples of wild animals?

8. **BUSHE....KWISA? WHERE TO, AT, FROM?**
BUSHE .....PESA? WHERE ON, AT, FROM
BUSHE.....MWISA? WHERE IN, FROM?

i) Bushe .....kwisa where to, at, from?

Bushe muleya kwisa? Bushe ni kwisa muleya?
Muleya kwisa? Ni kwisa muleya?
Where are you going?

ii) Bushe... pesa? Where on, at, from?
Bushe afumina pesa? Bushe nipesa afumina?
Afumina pesa? Nipesa afumina?
Where has he/she come from? (out of which door/hole)

iii) Bushe .....mwisa? where in, from

Bushe tuleingila mwisa? Bushe ni mwisa tuleingila?
Tuleingila mwisa Ni mwisa tuleingila?
What/where are we going in? What are we entering?

NB. KUTI, PATI, MUTI can be emphasized by 'ni' copula preceding them in an indefinite sense.

Kwisa? Bushe ni kwisa?; Where is it (to/at)?
Pesa? Bushe ni pesa? ; Where is it (on)?
Mwisa? Bushe ni mwisa? ; Where is it (in)?

However, when a noun or pronoun occurs, the respective tense of the verb, 'ukuba' is used.

Bushe Peter ali kwisa/pesa/mwisa? Bushe alikwisa/pesa/mwisa Peter?
Peter ali kwisa/pesa/mwisa? Ali kwisa/pesa/mwisa Peter?
Where to/on/in is Peter?

Not Bushe Peter ni kwisa/pesa/mwisa?
But Bushe ni kwisa/pesa/mwisa Peter ali?
Ni kwisa/pesa/mwisa Peter ali?
Where is Peter at/on/in? 'Ni' where is it.

Bushe ....cinshi?
finshi? What is it?
ninshi?

Bushe canshi? What is it for?
Bushe...kwanshi? What is that place for?

PST/ZAMBIA
1994

TRAINER'S COPY

FILE NO. 1:	TECHNICAL COMPETENCY
LEVEL:	NOVICE
TOPIC:	WATER/SANITATION
COMPETENCY:	TO BE ABLE TO CONDUCT A MEETING IN RURAL SETTING
WARM UP:	HAVE YOU CONDUCTED A MEETING BEFORE? WHAT WAS THE OCCASSION?

I. MOTIVATION

SCENARIO: Greg is conducting his first meeting in his village.

1. Trainees listen to the text.

Bamayo na bataata, bamunyinane bonse, mwaiseni mukwai. Ishina lyandi nine Greg, ndi mwina Amerika. Ndi kaipela mu mubili wa cibote.

Naisa muno mushi pa kuti imwe na ine twikatane, tubombele pamo muli fyonse ifingatwafwilishako ukuba abomi; Ifili nga amenshi, ifimbusu, ifishima, imisungile ya mimana na fimbi ifyashala.

Pali kano kashita ndefwaya munjebeko ubwafya mwakwata muno mushi, elyo bonse pamo tumone ifyo twingacita. Natotela mukwai.

2. GLOBAL COMPREHENSION QUESTIONS

(a) Greg abomba kwi?
(b) Cinshi akonkele mumushi?
(c) Ninshi alecita leelo?

II. EXPLOITATION

1.	VOCABULARY:	Words on addressing a meeting.
2.	GRAMMAR:	To be tense.
3.	FUNCTION:	Conducting a meeting.

1. VOCABULARY

Twikatane:
Ubwafya:
Akabungwe:
Ukulongana:
Icilonganino:
Icilye:
Imbila:
Ukusoka:
Ukucinkula:

2. GRAMMAR

(a) Write, read and explain.

(i) Ine ndi mwina Amerika, ndi kaipela mu mubili wa cibote. Nali ku Kabwe uko nasambilile icibemba.
(ii) Uyu ni Mwape, mwina Zambia, aba mu Mansa, ni shinganga mukalamba mu cipatala ca mu Mansa.

(b) Fill in the blanks with the correct tense of to be:

A. Ine _____ mwina Amerika.
B. Abalumendo na bakashana _____ kuno.
C. Josh _____ mu ng'anda ikalamba.
D. Josh na ine _____ mu nsaka.
E. Cherie, Chris na Joe _____ ku Mansa.
F. Peter, Roy, na Dan _____ kwi?
G. Albert iwe, _____ mwi? Leta ulukasu.

3. FUNCTION

(a) Write, read and explain the dialogue.

A: Mwana, nawishiba! kwalaba icilonganino leelo.
B: Nga waishiba shani?.
A: Kwali imbila mailo, bamwine mushi ebalandile.
B: Ni ani aletekesha ici cine cilonganino?
A: Cumfwikile ati kwalaisa umwina America.
B: Kanshi natuipekanye, limbi alaisa nomba line.

(b) Ask trainees to read and dramatize it.

III. PRACTICE

1. Trainees to address a meeting in their respective village.
2. Constructalogue
   Trainer asks trainees to make a dialogue in pairs.
3. Translation
   Trainees to translate the following sentences into Bemba.

   A Peace Corps Volunteer will come to teach you how to build V.I.P Latrines and how to maintain wells.

   Kaipela mu mubili wa cibote akesa mifunda ifya kukula ifimbusu no musango wakusungilamo ifishima.

   Ladies and gentlemen, brothers and sisters; I am here today; Bamayo na bataata na bamunyinane; leelo ndi muno mushi; to find out what problems you are facing in this village., pa kuti munjebe ubwafya mwakwata.

IV. TASK

Trainees should find out from their homestay families the best time to hold meetings in their villages.

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1994

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LESSON NO. 1: TECHNICAL COMPETENCY
LEVEL: NOVICE
TOPIC: WATER/SANITATION
COMPETENCY: TO BE ABLE TO CONDUCT A MEETING IN RURAL SETTING

I. MOTIVATION

SCENARIO: Greg is conducting his first meeting in his village.

1. TEXT.

Bamayo na bataata, bamunyinane bonse, mwaiseni mukwai. Ishina lyandi nine Greg, ndi mwina Amerika. Ndi kaipela mu mubili wa cibote.

Naisa muno mushi pa kuti imwe na ine twikatane, tubombele pamo muli fyonse ifingatwafwilishako ukuba abomi; Ifili nga amenshi, ifimbusu, ifishima, imisungile ya mimana na fimbi ifyashala.

Pali kano kashita ndefwaya munjebeko ubwafya mwakwata muno mushi, elyo bonse pamo tumone ifyo twingacita. Natotela mukwai.

II. EXPLOITATION

1.	VOCABULARY:	Words on addressing meetings.
2.	GRAMMAR:	To be tense.
3.	FUNCTION:	Conducting a meeting.

1. VOCABULARY

Twikatane: Let us come together/let us unite

Ubwafya:	A Problem
Akabungwe:	A group
Ukulongana:	T assemble
Icilonganino:	A meeting
Icilye:	Traditional court session/council
Imbila:	Announcement
Ukusoka:	To warm
Ukucinkula:	To remind

2. GRAMMAR

Fill in the blanks with the correct tense of to be:

A. Ine _____ mwina Amerika.
B. Abalumendo na bakashana _____ kuno.
C. Josh _____ mu ng'anda ikalamba.
D. Josh na ine _____ mu nsaka.
E. Cherie, Chris na Joe _____ ku Mansa.
F. Peter, Roy, na Dan _____ kwi?
G. Albert iwe, _____ mwi? Leta ulukasu.

3. FUNCTION

Role play.

III. PRACTICE

1. You are asked to address a meeting in your village, being the first meeting, prepare your topic and present it to the class.
2. Make a dialogue in pairs, and present it to the other group.
3. Translate the following sentences into Bemba:

   A Peace Corps Volunteer will come to teach you how to build V.I.P. Latrines and how to maintain wells.

   Ladies and gentlemen, brothers and sisters; I am here today; to find out what problems you are facing in this village.

IV. TASK

Find out from your homestay families the best time to hold meetings in their villages.

1

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FILE NO. 2:	TECHNICAL COMPETENCY
LEVEL:	NOVICE
TOPIC:	WATER/SANITATION
COMPETENCY:	TO BE ABLE TO EXPLAIN THE PURPOSE OF LATRINES

I. MOTIVATION

SCENARIO: Volunteer Buck is explaining the purpose of latrines in samfya.

1. Trainees listen to the text.

Cikankala sana ukukwata ifimbusu ifyalondoloka pantu filatucingilila ku malwele. Ifimbusu fyaba ifya pusana pusana. Kwaba ifya kwikalapo elyo nefya kusunsumanapo. Muno Samfya ifimbusu finga linga fya kusunsumanapo. Paku kuula icimbusu ca musango uyu, mufwile ukusala incende italwikeko ne cishima ca menshi. Kabili icimbusu cifwile ukubela munshi elyo icishima lwa pa mulu, pakuti nangu mulamba alepongoloka aleya ku cimbusu. Nga mwakwata icimbusu amalwele ya mu menshi yalacepako pantu ninshi mwakwata umwakusungila ubusali bwenu.

2. Trainer reads and explains the text.

3. GLOBAL COMPREHENSION QUESTIONS

(a) Cinshi cabela icikankala ukukwata icimbusu?
(b) Bushe icimbusu cifwile ukubela ku mulu wa cishima?

4. CULTURAL NOTES

A. Most of the time a latrines are built behind the houses.
B. It is against our culture to share toilets with our in laws.
C. If you want to go to the toilet you shouldn't say it directly instead use euphemism language.

II. EXPLOITATION

1.	VOCABULARY:	Words related to latrine.
2.	GRAMMAR:	You must: Ufwile, ulingile.
3.	FUNCTION:	Explaining the purpose of latrines.

1. VOCABULARY

(a) Trainer writes, reads and explains these words.

Icimbusu:
Amalwele:
Ing'anda ikalamba:
Amafi:
Ukwikala:
Imisu:
Ukusunsumana:
Ukunya/ukufisha:
Lwa kwi samba:
Ukusunda:
Ukupolomya
Mu mpanga

(b) Trainer asks trainees to pick words from the board and form their own sentences.

2. GRAMMAR

(a) Write, read and explain.
The use of "You must" i.e., "Ufwile", Ulingile".
(i) Ufwile ukubomfya icimbusu lyonse.
You must always use the toilet.
(ii) Ulingile ukusamba iminwe lyonse ilyo wabomfya icimbusu.
You must always wash your hands after using the toilet.

(b) Ask trainees to form their own sentences using ufwile and ulingile.

3. FUNCTION

(a) Write, read and explain the dialogue.

Gilbert: Mwana, ine namona kwati cawamapo ukuyafwila mu mpanga atemwa mu mumana ukucila ukuleta ubusali mupepi ne nganda nga wakuula icimbusu.

Timothy: Mwana, ala icimbusu cintu cacindama sana pantu cilacefyanyako amalwele ayengi. Nga cakuti wayafwila mu mumana elyo walilwala, balya balesambamo atemwa ukutapamo amenshi kuti baambula ubulwele.

(b) Ask trainees to read through the dialogue and to dramatise it.

III. PRACTICE

1. Ask trainees to make a list of different types of latrines.
   e.g. (i) Latrine with cover.
   (ii) Ventilated Improved Pit (VIP) latrine.
   (iii) Water seal/pour flush latrine.
   (iv) Raised platform pit latrine.

2. Ask trainees to list some of the diseases that can be transmitted if a latrine is not used.

3. Ask each trainee to talk about the kind of latrine that he found in the place he visited in Luapula.

IV. TASK

Ask trainees to go to one of the shanty compounds to introduce themselves and explain the purpose of having a latrine.

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LESSON NO. 2: TECHNICAL COMPETENCY
LEVEL: NOVICE
TOPIC: WATER/SANITATION
COMPETENCY: TO BE ABLE TO EXPLAIN THE PURPOSE OF LATRINES

I. MOTIVATION

SCENARIO: Volunteer Buck is explaining the purpose of latrines in samfya.

1. TEXT.

Cikankala sana ukukwata ifimbusu ifyalondoloka pantu filatucingilila ku malwele. Ifimbusu fyaba ifya pusana pusana. Kwaba ifya kwikalapo elyo nefya kusunsumanapo. Muno Samfya ifimbusu finga linga fya kusunsumanapo. Paku kuula icimbusu ca musango uyu, mufwile ukusala incende italwikeko ne cishima ca menshi. Kabili icimbusu cifwile ukubela munshi elyo icishima lwa pa mulu, pakuti nangu mulamba alepongoloka aleya ku cimbusu. Nga mwakwata icimbusu amalwele ya mu menshi yalacepako pantu ninshi mwakwata umwakusungila ubusali bwenu.

4. CULTURAL NOTES

A. Iling ifimbusu fikulwa kunuma ya mayanda.
   Most of the time a latrines are built behind the houses.
B. Tacasuminishiwa muntambi shesu ukubomfya icimbusu cimo nabapongoshi.
   It is against our culture to share toilets with our in laws.
C. Pakuya ku ng'anda ikalamba tatulandilapo fye tubomfya amashiwi yashunguluka.
   If you want to go to the toilet you shouldn't say it directly instead use euphemism language.

II. EXPLOITATION

1.	VOCABULARY:	Words related to latrine.
2.	GRAMMAR:	You must: "Ufwile", "Ulingile".
3.	FUNCTION:	Explaining the purpose of latrines.

1. VOCABULARY

(a) Trainer writes, reads and explains these words.

Icimbusu: Toilet
Amalwele: Diseases
Ing'anda ikalamba: Toilet
Ukwikala: To sit
Amafi: Feaces
Imisu: Urine
Ukusunsumana: To squat
Ukunya/ukufisha: To defaecate
Lwa kwi samba: To the lower ground
Ukusunda: To urinate
Ukupolomya: To pass diarrhae
Mu mpanga: In the bush

2. GRAMMAR

(a) The use of "You must" i.e., "Ufwile", Ulingile".
  (i) Ufwile ukubomfya icimbusu lyonse.
  You must always use the toilet.
  (ii) Ulingile ukusamba iminwe lyonse ilyo wabomfya icimbusu.
  You must always wash your hands after using the toilet.

(b) Ask trainees to form their own sentences using ufwile and ulingile.

3. FUNCTION

(a) DIALOGUE:
(b) Read and dramatise the dialogue.

III. PRACTICE

1. Make a list of different types of latrines.

2. Make a list of diseases that can be transmitted if a latrine is not used.

3. Talk about the kind of Latrine that you found in the place that you visited.

IV. TASK

Go to a shanty compound and introduce yourself and explain the purpose of having a latrine.

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FILE NO. 3:	TECHNICAL COMPETENCY
LEVEL:	NOVICE
TOPIC:	WATER/SANITATION
COMPETENCY:	TO BE ABLE TO LOCATE A WELL
WARM UP:	PICTURE OF A WELL

I. MOTIVATION

SCENARIO: Two men from two different villages meet. One asks for information about a well from another.

1. Trainees listen to the dialogue.

BWALYA: Mwamonekeni mukwai.
MUSONDA: Endita mukwai. Ala njishile ndeipushako bakula icishima. Tulefwaya ukukula cimo mu mushi.
BWALYA: Ico cawama. Pakubala kusala incende iilingile.
MUSONDA: Icakonkapo?
BWALYA: Icishima cifwile caba mupepi paba umusebo wa motoka, iyakuleta shamende, amatafwali na fimbi ifyashala.
MUSONDA: Yangu kanshi fingi filefwaikwa.
BWALYA: Ee. Cimbi icikankala kumona ukuti icishima cili ku mulundu intampulo 100 ukufuma ku cimbusu nangu ku cishima ca ngombe.

2. Trainer reads and explains the dialogue.

3. GLOBAL COMPREHENSION QUESTIONS

(a) Finshi Musonda balefwaya ukukula mu mushi wabo?
(b) Lumbuleni ifintu fibili ififwaikwa pakukula icishima?

4. CULTURAL NOTES

A. Traditional wells were usually sited on the banks of a river (down the slope) and so running rain water collected, making the water a health hazard especially that water was rarely or never boiled before drinking it.

II. EXPLOITATION

1.	VOCABULARY:	Words and expressions related to locating a well.
2.	GRAMMAR:	Ordinal numbers to describe a sequence.
3.	FUNCTION:	Seeking advice on how to locate/site a well.

1. VOCABULARY

Ukusala/ukufwaya incende ilingile:
Ku mulundu:
Ku matelo:
-fwile:
Amatafwali:
shamende:
Ukuseba incende apa kukula icishima:
Ukupima ubukalamba bwa cishima:
Ukutalusha:
Ukupalamika:
Intampulo (metres)
Imilundu (miles/kilometres)

2. GRAMMAR

(a) Write, read and explain use of ordinal numbers to describe a sequence.

Pakubala, fwayeni incende iilingile. Icabubili sebeni pa ncende. Icabutatu pimeni ubukalamba bwa cishima. Icikankala moneni ukuti icishima cili ku mulundu, ukutali ne cimbusu.

Pakubala/icakubalilapo
Icabubili/icacibili
Icabutatu/icacitatu
Icabune/icacine
Icabusano/icacisano
Icakonkapo
Cimbi icikalamba
Nacimbi icikankala
Elyo na cimbi nici
Icakulekelesha/pakulekelesha

3. FUNCTION

(a) Write, read and explain the dialogue.

A: Mwapoleni mukwai.
B: Endita mukwai. Bushe incende yakukulapo icishima ifwile yaba shani?
A: Ifwile yaba ukutali no kupitila mulamba wa menshi.
B: Ciisuma. Elyo cinshi cimbi icikankala?
A: Tacalinga ukukula icishima pa mushili uwakosa uwa mabwemabwe.
B: Natotela sana.

(b) Ask trainees to read and practice.

III. PRACTICE

Role play.

1. Trainees prepare a dialogue in pairs. One is seeking advice form another on how to locate a well.
2. Trainees arrange the following process in sequence using appropriate ordinal number (expressions).

Fumyeni iloba na fosholo.
Pimeni ubukalamba bwa cishima.
Imbeni no lukasu.
sebeni ifyani pa ncende musalile.

IV. TASK

Trainees to ask technical experts for a sequence on how to construct:
(i) A well
(ii) A pit latrine.

5

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TRAINEE'S COPY

LESSON NO. 3: TECHNICAL COMPETENCY
LEVEL: NOVICE
TOPIC: WATER/SANITATION
COMPETENCY: TO BE ABLE TO LOCATE A WELL

I. MOTIVATION

SCENARIO: Two men from two different villages meet. One asks for information about a well from another.

1. DIALOGUE.

BWALYA: Mwamonekeni mukwai.
MUSONDA: Endita mukwai. Ala njishile ndeipushako bakula icishima. Tulefwaya ukukula cimo mu mushi.
BWALYA: Ico cawama. Pakubala kusala incende iilingile.
MUSONDA: Icakonkapo?
BWALYA: Icishima cifwile caba mupepi paba umusebo wa motoka, iyakuleta shamende, amatafwali na fimbi ifyashala.
MUSONDA: Yangu kanshi fingi filefwaikwa.
BWALYA: Ee. Cimbi icikankala kumona ukuti icishima cili ku mulundu intampulo 100 ukufuma ku cimbusu nangu ku cishima ca ngombe.

4. CULTURAL NOTES

A. Ifishima kale baleimbila mumbali ya kamana icalenga ukuti amenshi ya mfula ayakumulundu yalepongomokelamo. Ici calelenga ifiko mu menshi ayo bashalebilushako lintu tabalati banwe nangu bepikile.

Traditional wells were usually sited on the banks of a river (down the slope) and so running rain water collected, making the water a health hazard especially that water was rarely or never boiled before drinking it.

II. EXPLOITATION

1.	VOCABULARY:	Words and expressions related to locating a well.
2.	GRAMMAR:	Ordinal numbers to describe a sequence.
3.	FUNCTION:	Seeking advice on how to locate/site a well.

1. VOCABULARY

Ukusala/ukufwaya incende ilingile: to choose/look for an ideal site
Ku mulundu: up the slope/upstream
Ku matelo: down the slope
-fwile: should/supposed to be
Amatafwali: bricks
shamende: cement
Ukuseba incende apa kukula icishima: clear the site on which to build a well
Ukupima ubukalamba bwa cishima: measure the size of the well
Ukutalusha: to put far apart
Ukupalamika: to put close together
Intampulo (metres)
Imilundu (miles/kilometres)

2. GRAMMAR

The following expressions (ordinal numbers) are used to describe a sequence.

Pakubala/icakubalilapo: first
Icabubili/icacibili: second
Icabutatu/icacitatu: third
Icabune/icacine: fourth
Icabusano/icacisano: fifth
Icakonkapo: next
Cimbi icikalamba: another great thing/factor, etc.
Nacimbi icikankala: one other important thing/factor, etc.
Elyo na cimbi nici: then, here is another thing/factor, etc.
Icakulekelesha/pakulekelesha: finally

3. FUNCTION

A: Mwapoleni mukwai.
B: Endita mukwai. Bushe incende yakukulapo icishima ifwile yaba shani?
A: Ifwile yaba ukutali no kupitila mulamba wa menshi.
B: Ciisuma. Elyo cinshi cimbi icikankala?
A: Tacalinga ukukula icishima pa mushili uwakosa uwa mabwemabwe.
B: Natotela sana.

III. PRACTICE

Role play.

1. Prepare a dialogue in pairs. One is seeking advice form another on how to locate a well. (Describing a technical sequence)
2. Arrange the following process in sequence using appropriate ordinal number (expressions).

Fumyeni iloba na fosholo.
Pimeni ubukalamba bwa cishima.
Imbeni no lukasu.
sebeni ifyani pa ncende musalile.

IV. TASK

Ask technical experts for a sequence on how to construct:
(i) A well
(ii) A pit latrine.

PST/ZAMBIA
1994

TRAINER'S COPY

FILE NO. 4:	TECHNICAL COMPETENCY
LEVEL:	NOVICE
TOPIC:	WATER/SANITATION
COMPETENCY:	TO BE ABLE TO EXPLAIN HOW TO MAINTAIN A WELL
WARM UP:	A PICTURE OF A WELL WITH A WOMAN SWEEPING THE SURROUNDING

I. MOTIVATION

SCENARIO: Andy explains to one of the Lubwe people on how to maintain a well.

1. Trainees listen to the dialogue.

ANDY:	Mulishani kuno bane?
UMWINA LUBWE:	Tulifye bwino kabili mwaiseni.
ANDY:	Eya mune, lelo naisa mukumyeba pa lwamisungile ya fishima. Mufwile ukupempula ifibumba fya mu fishima lyonse.
UMWINA LUBWE:	Mulandu nshi?
ANDY:	Pantu nga ifibumba fya mufishima fyatampa ukupanga imilale ninshi mwaishiba ukuti ifishima fili mupepi nokungoloka. Elyo kabili tecakwesha ukunyanta pa mpela ya cishima cabula inkupiko pantu kuti waleka iloba lyasunikila mukati atemwa kuti wawilamo.
UMWINA LUBWE:	Natotela sana pakuncikulako pali fyonse ifi, ala kabili ndeshimikila fye bonse abekala mushi pakuti tulesunga ifishima bwino.
ANDY:	Ciisuma. Kafikenipo mukwai.

2. Trainer reads and explains the dialogue.

2

3. GLOBAL COMPREHENSION QUESTIONS

(a) Finshi Andy amwebele umwina Lubwe?
(b) Bushe uwina Lubwe alitemwa fintu bamucinkwilekó kuli Andy?

4. CULTURAL NOTES

A. Akale abaume ebaleimba ifishima beka nomba nabanakashi nabo baleimba.
B. Ukutapa amenshi ku fishima nincito yabanakashi beka kanofye nga cakuti umwaume taupa.

II. EXPLOITATION

1.	VOCABULARY:	Words related to the well.
2.	GRAMMAR:	Expression
3.	FUNCTION:	Explaining how to maintain a well.

1. VOCABULARY

Icishima:
Umungomo:
Ukwimba:
Ukutapa:
Ukutinta:
Amenshi:
Ukusunika:
Umulale:
Imbeketi:
Inkupiko:
Icintini:
Intambo:
Ukutwika:
Ukutula:
Ukubongoloka

2. GRAMMAR

(a) Write, read and explain.
Expressions.

A. Icishima ici camoneka kwati cilebongoloka.
B. Imbeketi iyi yilemoneka kwati nai tulika.
C. Intambo kwati naipipa.
D. Camoneka kwati umulale naukulilako.
E. Inkupiko yapa cishima kwati naicepa.

F. Ndemona kwati takuli kutapa menshi lelo.
G. Iloba kwati lilesunika fye kumulandu wa ku nakisha.

(b) Ask trainees to make sentences using "moneka" and "kwa."

3. FUNCTION

(a) Write, read and explain the dialogue.

A: Iwe mune tala itilako amenshi ku muchanga wa muchishima ilyo taulatampa kwimba.
B: Cinshi, bushe teti nyimbe fye?
A: Iyoo, umuchanga wabomba ulekatanapo ukucila uwauma. Elyo kabili nga mwasanga amenshi ya kubalilapo ayamwisamba yelibwe, ufwile ukubombela mumbali sana ukutaliko napali amenshi.
B: Yangu! nga mulandu nshi?
A: Pantu iloba lya mwisamba lya menshi talyaikatana sana ukucila nge lyapamulu. Kuti nawilamo.
B: Naumfwa nomba natotela.

(b) Ask trainees to read and practice the dialogue in pairs.

III. PRACTICE

1. One trainee to ask another trainee on how they maintain the wells in Luapula.
2. Ask the trainees to construct their own sentences using the expressions "kwati" and "camoneka."
3. The trainees to make a dialogue in pairs on good maintenance of a well.

IV. TASK

Trainees to find out from their host families how they construct and maintain the wells in their villages where they come from.

4

PST/ZAMBIA
1994

TRAINEE'S COPY

LESSON NO. 4:	TECHNICAL COMPETENCY
LEVEL:	NOVICE
TOPIC:	WATER/SANITATION
COMPETENCY:	TO BE ABLE TO EXPLAIN HOW TO MAINTAIN A WELL

I. MOTIVATION

SCENARIO: Andy explains to one of the Lubwe people on how to maintain a well.

1. DIALOGUE.

ANDY:	Mulishani kuno bane?
UMWINA LUBWE:	Tulifye bwino kabili mwaiseni.
ANDY:	Eya mune, lelo naisa mukumyeba pa lwamisungile ya fishima. Mufwile ukupempula ifibumba fya mu fishima lyonse.
UMWINA LUBWE:	Mulandu nshi?
ANDY:	Pantu nga ifibumba fya mufishima fyatampa ukupanga imilale ninshi mwaishiba ukuti ifishima fili mupepi nokungoloka. Elyo kabili tecakwesha ukunyanta pa mpela ya cishima cabula inkupiko pantu kuti waleka iloba lyasunikila mukati atemwa kuti wawilamo.
UMWINA LUBWE:	Natotela sana pakuncikulako pali fyonse ifi, ala kabili ndeshimikila fye bonse abekala mushi pakuti tulesunga ifishima bwino.
ANDY:	Ciisuma. Kafikenipo mukwai.

2. CULTURAL NOTES

A. Akale abaume ebaleimba ifishima beka nomba nabanakashi nabo baleimba.

5

Sometime back only men used to sink a well but nowadays even women can do it.

B. Ukutapa amenshi ku fishima nincito yabanakashi beka kanofye nga cakuti umwaume taupa.
Water drawing from streams or rivers is the job of women only, unless a man is a bachelor.

II. EXPLOITATION

1.	VOCABULARY:	Words related to the well.
2.	GRAMMAR:	Expression
3.	FUNCTION:	Explaining how to maintain a well.

1. VOCABULARY

Icishima: A well
Umungomo: Water container
Ukwimba: To dig
Ukutapa: To draw water
Ukutinta: To pull
Amenshi: Water
Ukusunika: To fall apart
Umulale: Crack
Imbeketi: Bucket
Inkupiko: Cover
Icintini: Water container
Intambo: Rope
Ukutwika: To carry on the head
Ukutula: To remove from the head
Ukubongoloka

2. GRAMMAR

Expressions.

A. Icishima ici camoneka kwati cilebongoloka.
This well seems as if it will collapse.
B. Imbeketi iyi yilemoneka kwati nai tulika.
This bucket seems as if it has a hole.
C. Intambo kwati naipipa.
This rope seems as is it is short.
D. Camoneka kwati umulale naukulilako.
It seems as if the crack is getting bigger.
E. Inkupiko yapa cishima kwati naicepa.
The cover for the well is as if it is small.
F. Ndemona kwati takuli kutapa menshi lelo.
I can see as if there is no drawing of water today.

G. Iloba kwati lilesunika fye kumulandu wa ku nakisha.
The soil is as if it is just falling apart because of being two wet.

3. FUNCTION

Role play.

III. PRACTICE

1. One trainee to ask another trainee on how they maintain the wells in Luapula.
2. Construct your own sentences using the expressions "kwati" and "camoneka."
3. Make a dialogue in pairs on good maintenance of a well.

IV. TASK

Find out from the host families how they construct and maintain the wells in their villages where they come from.

EVALUATION

5: Excellent
4: Very good
3: Good
2: Fair
1: Bad

BEMBA

TRAINER'S BOOK

LESSON 6:	TECHNICAL COMPETENCY
LEVEL:	INTERMEDIATE
TOPIC:	HEALTH
COMPETENCY:	TO BE ABLE TO TALK ABOUT WATER BORNE DISEASES AND THEIR CAUSES IN ZAMBIA

I. MOTIVATION

SCENARIO: Humphrey and his volunteer friend Gilbert talk about local waterborne diseases.

1. Trainees listen to the dialogue.

Humphrey	:	Malwele nshi yasangwa mu menshi?
Gilbert	:	Ukupolomya, ukupolomya umulopa no mubongola.
Humphrey	:	Aya amalwele yesa shani?
Gilbert	:	Nga mwanwa amenshi ayafiko kabili ayabula ukwipikwa.
Humphrey	:	Finshi fingafwilisha umuntu nga alwala?
Gilbert	:	Afwile ukuya ku cipatala mukupoka umuti.
Humphrey	:	Cisuma mwana. Shalapo.
Gilbert	:	Cawama. Kafikepo.

2. The trainer reads and explains the dialogue in Motivation using gestures.

3. CULTURAL NOTES

a) Most people do not boil drinking water in villages and they do not become ill.

b) Boys tell their fathers and girls tell their mothers when they are suffering from bilharzia or diahoerria because they feel embarassed to tell people of the opposite sex.

a) Peter alelwala umubongola
b) James na Peter balelwala ukupolomya
c) Abalume na bakashi tabalelwala ukupolomya umulopa

ii) Demonstrate for all persons, singular and plural.

iii) Give an example, then let trainees form the present continuous tense from the following verbs.

Ukupenda
Ukulimba
Ukupanga
Ukuloba

3 FUNCTION

a) Trainer writes this dialogue, reads, explains and makes extensions.

A. Bushe ulelwala ubulwele bwa mubongola?
B. Awe ndelwala ubulwele bwa kupolomya umulopa.
A. Uleya ku cipatala mu kundapwa.
B. Cisuma mune.

b) Trainer asks trainees to read and practice the dialogue in pairs.

I I I PRACTICE

a) Ask trainees to write a short dialogue in pairs about waterborne diseases. Let them read their dialogues to the class.

b) Ask trainees to list the symptoms brought by waterborne diseases.

I V TASK

Ask trainees to go and ask their host family members about waterborne diseases.

II EXPLOITATION

VOCABULARY : Words and expressions related to waterborne diseases.

GRAMMAR : The Present Continuous Tense.

FUNCTION : Discussing waterborne diseases.

1. VOCABULARY

Trainer explains the dialogue of the Motivation and makes extensions from it, writes new words, reads, explains and practices.

Amalwele
Yaaseka
Ukupolomya
Umubongola
Ukusunda
Umulopa
Ayabula
Ukupoka
Shiki

GLOBAL COMPREHENSION QUESTIONS

a) Trainer reads the dialogue in Motivation once more and asks the following global comprehension questions.

- Bushe malwele nshi yasangwa mumenshi yafiko?
- Finshi tulingile ukucita ku menshi yalamba ilyo tatulanwa?
- Cinshi cawamina ukusunga ifimbusu ubusaka?

2. GRAMMAR

PRESENT CONTINUOUS TENSE (PP + LE + ROOT + A)

i) Trainer writes the following sentences on the board, reads and explains them.

IV TASK

Ask trainees to go and ask their host family members about waterborne diseases.

BEMBA

TRAINEE'S BOOK

LESSON 6:	TECHNICAL COMPETENCY
LEVEL:	INTERMEDIATE
TOPIC:	HEALTH
COMPETENCY:	TO BE ABLE TO TALK ABOUT WATER BORNE DISEASES AND THEIR CAUSES IN ZAMBIA

I. MOTIVATION

SCENARIO: Humphrey and his volunteer friend Gilbert talk about local waterborne diseases.

1. DIALOGUE

Humphrey	:	Malwele nshi yasangwa mu menshi?
Gilbert	:	Ukupolomya, ukupolomya umulopa no mubongola.
Humphrey	:	Aya amalwele yesa shani?
Gilbert	:	Nga mwanwa amenshi ayafiko kabili ayabula ukwipikwa.
Humphrey	:	Finshi fingafwilisha umuntu nga alwala?
Gilbert	:	Afwile ukuya ku cipatala mukupoka umuti.
Humphrey	:	Cisuma mwana. Shalapo.
Gilbert	:	Cawama. Kafikepo.

2. CULTURAL NOTES

a) Abantu abengi tabepika amenshi yakunwa mu mishi kabili tabalwala.
Most people do not boil drinking water in villages and they do not become ill.

b) Abalumendo beeba bashibo, abakashana banyinabo nga nabalwala umubongola nangu ukusunda umulopa. Pantu balomfwa insoni pakulanda.
Boys tell their fathers and girls tell their mothers when they are suffering from bilharzia or diarrhoea because they feel embarassed to tell people of the opposite sex.

II EXPLOITATION

VOCABULARY: Words and expressions related to waterborne diseases.

GRAMMAR: The Present Continuous Tense

FUNCTION : Discussing waterborne diseases and their causes.

1. VOCABULARY

Amalwele	-	Diseases
Yaaseka	-	Which are common
Ukupolomya	-	Diahoerria
Umubongola	-	Bilharzia
Ukusunda	-	To urinate
Umulopa	-	Blood
Ayabula	-	Without
Ukupoka	-	To get
Shiki	-	Diarrhoea

2. GRAMMAR

PRESENT CONTINUOUS TENSE (PP + LE + ROOT + A)

n + le + belng + a - Ndebelenga (I am reading)
u + le + beleng + a - Ulebelenga (You are reading)
a + le + beleng + a - Alebelenga (He/She is reading)
tu + le + beleng + a - Tulebelenga (We are reading)
mu + le + beleng + a - Mulebelenga (Youa re reading)
ba + le + beleng + a - Balebelenga (They are reading)

a) Peter alwele umubongola
(Peter is suffering from bilharzia)

b) James na Peter balelwala ukupolomya
(James and Peter are suffring from diarrhoea)

c) Abalume na bakashi tabalwele ukupolomya umulopa.
(The husband and wife are not suffering form dysentry)

Form Present Continuous Tense from these verbs:-

Ukupenda
Ukulimba
Ukupanga
Ukuloba

3 FUNCTION

Talking about waterborne diseases.

III PRACTICE

a) Write a short dialogue on the causes of waterborne diseases in pairs present it to the class.

b) List the symptoms brought by waterborne diseases.

IV TASK

Go and ask your host family members about waterborne diseases.

BEMBA

TRAINER'S BOOK

LESSON 7: TECHNICAL COMPETENCY
LEVEL: NOVICE
TOPIC: HEALTH
COMPETENCY: TO BE ABLE TO GIVE ADVICE ON THE PREVENTIVE MEASURES AND TREATMENT OF WATERBORNE DISEASES.

I. MOTIVATION

SCENARIO: Bana Chibale looks worried, her friend bana Chanda tries to find out what the matter is.

1. Trainees listen to the dialogue.

Bana Chanda : Finshi mulemonekela abasakamana?
Bana Chibale : Umwana wandi nalwala ubulwele bwa mubongola. Nshishibe ifyo ninga posha ubu bulwele elyo nefyo ninga cingilila abana bambi mung'anda pakuti bekambula.
Bana Chanda : Umulwele mufwile ukumutwala ku cipatala nomba line. Elyo pamo nabanankwe tabafwile ukwenda mu menshi yafiko, ukusunda nangu ukufishisha mu mumana. Kabili mufwile ukwipika amenshi yakunwa inshita yonse.

2. CULTURAL NOTES

a) Zambians in villages do not boil their drinking water, but they don't
suffer from diarrhoea or dysentry.

II EXPLOITATION

VOCABULARY: Words and expressions related to waterborne diseases.

GRAMMAR: The use of "Must" in Bemba

FUNCTION : To be able to give advice on prevention and treatment of waterborne diseases.

1. VOCABULARY

a) Trainer explains the dialogue of the Motivation, writes new words, reads and makes extensions from it.

Ukupolomya
Ukwipika amenshi
Umubongola
Kolela
Ukusundila mu mumana
Ubulwele bwa kunya umulopa
Ukufwala insapato

b) Trainer reads the dialogue of the Motivation once more and then asks the following global comprehension questions:-

i) Finshi mwana bana Chibale alwele?
ii) Bushe kuti bacingilila shani abanankwe?

2. GRAMMAR

Trainer wrties these sentences on the board to explain the use of 'Must' in Cibemba.

Rule : pp + -fwile (pp + -must)

1. Nga naulwala ubulwele bwa Kolela ufwile ukwikala weka.

2. Pa kucingilila ubulwele bwa mubongola mufwile ukufwala insapato lyonse mu mainsa.

3. Pa kuposha ubulwele bwa kupolomya, mufwile ukupela umulwele umiti wa ORS.

4. Tufwile ukwipika amenshi yakunwa inshita yonse pa kucingilila ubulwele bwa kunya umulopa.

b) Ask trainees to form sentences of their own using 'pp + -fwile'.

3. FUNCTION

a) Trainer writes this dialogue on the board, reads, explains and makes some extensions.

A. Bushe mune malwele nshi yapitila mu menshi?
B. Ubulwele bwa mubongola, ubulwele bwa kunya umulopa, Kolela elyo no kupolomya.
A. Bushe kuti wacingilila shani aya malwele.
B. Kwipika amenshi ya kunwa, ukwenda ne nsapato mu mainsa elyo no kwikala pa ng'anda apa busaka.
A. Nga kuti wayaposha shani?
B. Umulwele afwile ukya ku cipatala pakuti bamupele iumiti iya kumuposha.

b) Trainer asks trainees to read and make a role play.

I V PRACTICE

i) Write names of waterborne diseases, put them in a box then let each trainee pick one and say how to prevent and cure it.

ii) Ask each trainee to make an action and the other to guess what disease it is.

iii) Role play - Ask trainees in pairs, one to be patient and ask for medical advise from one who will be Doctor on how to treat and prevent a waterborne disease.

V TASK

Ask trainees to interview some Zambians and find out the common waterborne diseases in Zambia.

BEMBA

TRAINEE'S BOOK

LESSON 7:	TECHNICAL COMPETENCY
LEVEL:	NOVICE
TOPIC:	HEALTH
COMPETENCY:	TO BE ABLE TO GIVE ADVICE ON THE PREVENTIVE MEASURES AND TREATMENT OF WATERBORNE DISEASES.

I. MOTIVATION

SCENARIO: Bana Chibale looks worried, her friend bana Chanda tries to find out what the matter is.

1. DIALOGUE

Bana Chanda	:	Finshi mulemonekela abasakamana?
Bana Chibale	:	Umwana wandi nalwala ubulwele bwa mubongola. Nshishibe ifyo ninga posha ubu bulwele elyo nefyo ninga cingilila abana bambi mung'anda pakuti bekambula.
Bana Chanda	:	Umulwele mufwile ukumutwala ku cipatala nomba line. Elyo pamo nabanankwe tabafwile ukwenda mu menshi yafiko, ukusunda nangu ukufishisha mu mumana. Kabili mufwile ukwipika amenshi yakunwa inshita yonse.

2. CULTURAL NOTES

a) Mu mishi, abena Zambia tabepika amenshi yakunwa kabili tabalwala na kulwala.
Zambians in villages do not boil their drinking water, but they don't suffer from diarrhoea or dysentry.

II EXPLOITATION

VOCABULARY: Words and expressions related to waterborne diseases.

GRAMMAR: The use of "Must" in Bemba

FUNCTION : To be able to give advice on prevention and treatment of waterborne diseases.

1. VOCABULARY

Ukupolomya	-	diarrhoea
Ukwipika amenshi	-	to boil water
Umubongola	-	bilharzia
Kolela	-	dysentry
Ukusundila mu mumana	-	to urinate in the river
Ukunyela mu mpanga	-	to defacate in the bush
Ukufwala insapato	-	to wear shoes

2. GRAMMAR

The use of 'Must' in Bemba.

Rule : pp + -fwile (pp + -must)

1. Nga naulwala ubulwele bwa Kolela ufwile ukwikala weka.
   If you are suffering from cholera, you must be isolated.

2. Pa kucingilila ubulwele bwa mubongola mufwile ukufwala insapato lyonse mu mainsa.
To prevent bilharzia, you must wear shoes every time during the rainy season.

3. Pa kuposha ubulwele bwa kupolomya, mufwile ukupela umulwele umiti wa ORS.
To cure diarrhoea, you must give to the patient ORS.

4. Tufwile ukwipika amenshi yakunwa inshita yonse pa kucingilila ubulwele bwa kunya umulopa.
We must prevent the illness of dysentry by boiling drinking water every time.

3. FUNCTION
To be able to give advice on prevention and treatment of waterborne diseases.

I V PRACTICE

i) Pick one flash card and give advice on how the disease on it can be prevented and cured.

ii) Action Guessing Game.

iii) Role Play.

V TASK

Interview some Zambians and find out the common waterborne diseases in Zambia.

TRAINER'S BOOK

LESSON 8: TECHNICAL COMPETENCY
LEVEL: INTERMEDIATE
TOPIC: HEALTH/SANITATION

COMPETENCY: TO BE ABLE TO IDENTIFY THE NECESSARY STEPS IN THE CONSTRUCTION OF PIT LATRINES.

WARM UP : A PICTURE OF A PIT LATRINE

I. MOTIVATION
SCENARIO: Volunteer Ted is on a site visit to Kaputa village and is explaining the necessary steps in the construction of pit latrines.

1. Trainees listen to the text.

Pakukula icimbusu cakusunsumanapo, mufwile ukusala incende iitalwikeko ne cishima ca menshi. Icimbusu cifwile ukubela mwisamba elyo icishima lwapa mulu. Icimbusu cifwile ukwimbwa mu mushili uupisha amenshi, pakuti amenshi yabusali yaleingila panshi. Icimbusu cifwile ukuba icashika lelo tacifwile ukusuminkana na menshi yapanshi.

Ilyo tamulatampa ukwimba icimbusu kulilileni ukushingulusha impopo pakuti ifibumba fya cimbusu tafiponene. Imbeni mpaka icilindi cishike sana. Buleni ifimuti nokubambila icilindi. Panuma kulilileni akayanda elyo nokubikapo umutenge. Waminisheni incende bwino no kutampa ukubomfya.

2. Trainer reads and explains the text with the use of gestures.

3. CULTURAL NOTES

a) Mu mushi abantu abengi tabakwata ifimbusu ifya londoloka kabili tabaishiba ukuti ukukoweshiwa kwa fyakulya na menshi kuletwa no busali.

b) Mu mishi ifimbusu fikulwa ku numa ya ng'anda.

c) Aba Bemba taba bomfya ifimbusu fimo fine naba pongoshi.

d) Aba Bemba balomfwa insoni shakulanda ati balefwaya ukubomfya icimbusu, eico balapitA mumbali.

II EXPLOITATION

VOCABULARY: Words related to pit latrines.

GRAMMAR: Use of "Mufwile" "Mulingile"

FUNCTION : Identifying the necessary steps in the construction of a pit latrine.

1. VOCABULARY

Trainer writes, reads and explains these words.

Ukusunsumana
Amalwele
Icimbusu
Ukutaluka
Mwisamba
Ukusuminkana
Ukwimba
Ubusali
Umushili
Impopo
Umupeni
Imisumali

Injelwa
Amalela/umutanto
inkupiko
Ukukula
Ukuwamya
Ukupopa
Ukubambila

a) Trainer asks trainees to pick words from the board and form their own sentences.

b) Trainer reads the text of the Motivation once more and asks the following global comprehension questions:-

i) Finshi ufwile ukukonka pakupanga icimbusu?
ii) Bushe icimbusu cifwile ukubela kwisa?

2. GRAMMAR

Trainer writes, reads and explains the use of Mufwile. Mulingile. (plural)

RULE: pp + fwile

Mufwile	-	You must	
Ba + fwile	-	They must	] Plural
Tu + fwile	-	We must	

1. Mufwile ukukula ifimbusu ifyalondoloka.

2. Mulingile ukusala incende iisuma apa kukulila icimbusu.

3. Mufwile ukwimba icimbusu mu mushili uupisha amenshi.

a) Trainer to make extensions of 1st and 3rd persons plural of "You must".

b) Trainer asks trainees to form their own sentences using "Mufwile" and "Mulingile".

3. FUNCTION

i) Trainer writes, reads and explains the dialogue.

Ted : Mwana Michael, bushe finshi mfwile ukucita paku panga icimbusu caku sunsumanapo?

Michael: Mwana, ica kubalilapo ufwile ukufwaya ifibombelo ngefi; wiluba, piki, ulukasu, intambo, fosholo, imbeketi, umupeni elyo na fimbi. Nga wasanga ifi fintu, ufwaye naba bomfi elyo usange incende iitalwikeko ku cishima ca menshi ne ng'anga epo wimbile icimbusu. Ngawapwisha ukwimba icimbusu, ukuule naka yanda ubikepo no mutenge.

b) Ask trainees to read through the dialogue and to dramatise it.

I V PRACTICE

i) Ask tralnees to list the necessary steps in the construction of latrines.

ii) Ask trainees to list some of the diseases that can be prevented by constructing pit latrines.

iii) Ask trainees to talk about their first experiences concerning pit latrines during their site visit.

V TASK

Ask trainees go to any shanty compound in Kabwe and explain to the people the necessary steps needed in the construction of pit latrines.

BEMBA

TRAINEE'S BOOK

LESSON 8: TECHNICAL COMPETENCY
LEVEL: INTERMEDIATE
TOPIC: HEALTH/SANITATION
COMPETENCY: TO BE ABLE TO IDENTIFY THE NECESSARY STEPS IN THE CONSTRUCTION OF PIT LATRINES.

I. MOTIVATION

SCENARIO: Volunteer Ted is on a site visit to Kaputa village and is explaining the necessary steps in the construction of pit latrines.

1. TEXT

Pakukula icimbusu cakusunsumanapo, mufwile ukusala incende iitalwikeko ne cishima ca menshi. Icimbusu cifwile ukubela mwisamba elyo icishima lwapa mulu. Icimbusu cifwile ukwimbwa mu mushili uupisha amenshi, pakuti amenshi yabusali yaleingila panshi. Icimbusu cifwile ukuba icashika lelo tacifwile ukusuminkana na menshi yapanshi.

Ilyo tamulatampa ukwimba icimbusu kulilileni ukushingulusha impopo pakuti ifibumba fya cimbusu tafiponene. Imbeni mpaka icilindi cishike sana. Buleni ifimuti nokubambila icilindi. Panuma kulilileni akayanda elyo nokubikapo umutenge. Waminisheni incende bwino no kutampa ukubomfya.

2. CULTURAL NOTES

a) Mu mushi abantu abengi tabakwata ifimbusu ifya londoloka kabili tabaishiba ukuti ukukoweshiwa kwa fyakulya na menshi kuletwa no busali.
Most rural residents are without adequate sanitation and they are not aware that contamination of food and water is caused by inadequate excreta disposal.

b) Mu mishi ifimbusu fikulwa ku numa ya ng'anda.
In villages pit latrines are built behind houses.

c) Aba Bemba taba bomfya ifimbusu fimo fine naba pongoshi.
The Bemba culture does not allow one to use the same toilet with the in-laws.

d) Aba Bemba balomfwa insoni shakulanda ati balefwaya ukubomfya icimbusu, eico balapitA mumbali.
It is against the Bemba culture to say directly that you want to use the toilet, instead we use euphenism language such as "ukuya ku ng'anda ikalamba".

II EXPLOITATION

VOCABULARY: Words related to pit latrines.

GRAMMAR: Use of "Mufwile" "Mulingile"

FUNCTION : Identifying the necessary steps in the construction of a pit latrine.

1. VOCABULARY

Ukusunsumana	-	to squat
Amalwele	-	diseases
Icimbusu	-	toilet
Ukutaluka	-	to be distant
Mwisamba	-	lower part
Ukusuminkana	-	to be connected
Ukwimba	-	to dig
Ubusali	-	rubbish/dirt
Umushili	-	soil
Impopo	-	pegs
Umupeni	-	trowel
Imisumali	-	nails

Injelwa	-	bricks
Amalela/umutanto-		ladder
inkupiko	-	lid
Ukukula	-	to build
Ukuwamya	-	to clean
Ukupopa	-	to hammer in (drive in)
Ukubambila	-	to cover up something

2. GRAMMAR

The use of Mufwile, Mulingile meaning "you must" in the plural.

RULE: pp + fwile

Mufwile	-	You must	
Ba + fwile	-	They must	] Plural
Tu + fwile	-	We must	

1. Mufwile ukukula ifimbusu ifyalondoloka.
You must build proper toilets

2. Mulingile ukusala incende iisuma apa kukulila icimbusu.
You must choose a good place to build a toilet

3. Mufwile ukwimba icimbusu mu mushili uupisha amenshi.
You must dig the toilet in the pameable soil.

3. FUNCTION

i) Identifying the necessary steps in the construction of a pit latrine.

ii) Read and dramatise.

I V PRACTICE

i) List the necessary steps in the construction of a pit latrine.

ii) List some of the diseases that can be prevented by constructing pit latrines.

iii) Talk about your first experiences concerning pit latrines.

V TASK

Go to any shanty compound in Kabwe and explain to the people the necessary steps needed in the construction of pit latrines.

V I RATE YOURSELF

Can you identify the necessary steps needed in the construction of pit latrines.

- Yes
- Not yet

TRAINER'S BOOK

LESSON 9: TECHNICAL COMPETENCY
LEVEL: INTERMEDIATE
TOPIC: HEALTH/SANITATION

COMPETENCY: TO BE ABLE TO EXPLAIN HEALTH EDUCATION ACTIVITIES TO THE COMMUNITY.

I. MOTIVATION

SCENARIO: Volunteer Patrick arives in Mwenda village and explains to the local community Health Education activities.

1. Trainees listen to the dialogue.

Patrick	:	Mwapoleni mwe bekala mushi.
Abekala mshui	:	Endita mukwai
Patrick	:	Lelo twala lanshanya pa fya bumi nemikalile isuma mu mushi wesu. Finshi tufwile ukucita pakuti tube aboomi?
Abekala mushi	:	Tufwile ukuya ku cipatala.
Patrick	:	Cisuma. ica bumo tufwile ukwipika amenshi yakunwa panuma twakupikapo Ica bubili tatufwile kufisisha mu mpanga. Tufwile ukubomfya ifimbusu bwino. Panuma tulingile uku kupikapo ukulesha ba lunshi ukusalanganya amalwele Pakulekelesha tusunge ifimbusu ne fishima fyesu ubusaka.
Abena mushi	:	Cisuma twakulakonka fintu mwatufunda. Twatotela sana. mwende bwino.

2. Trainer reads and explains the dialogue using gestures.

3. CULTURAL NOTES

a) Bana Mayo batapa amenshi mu fishima nga eko fyaba. nga takwaba batapa mu mumana.

II EXPLOITATION

VOCABULARY: Words and expressions related to health activities.

GRAMMAR: "Fwile/Lingile" command for 'must'

FUNCTION : Giving information on health.

1. VOCABULARY

Trainer explains the dialogue of the Motivation, makes extensions, writes new words, reads and practices.

Ukulanshanya
Imikalile
Mufwile
Aboomi
Panuma
Ukukupika
Ubusaka
Mulingile
Ukunya
Ukufisha
Impanga
Ukulesha
Lunshi
Ukusalanganya
Amalwele
Ukulekelesha
Ukúsunga
Ubusali
Isopo

b) Trainer reads again the dialogue of the Motivation then asks the following global comprehension questions:-

i) Finshi twalalanshanya lelo?
ii) Tufwile ukucita shani pa kulesha ba lunshi ukusalanganya amalwele?
iii) Finshi tufwile ukucita ku menshi ya kunwa?

2. GRAMMAR

Must + infinitive (affirmative)
Mulingile + ukwipika (positive)
Tamulingile + ukunwa (negative)

Write these sentences, read explain and practice the use of 'must' and 'must not' in all persons.

- mufwile ukulya
- tamufwile ukulya
- mulingile ukuya ku cipatala.
- ulingile ukwipika amenshi
- tulingile ukwipika amenshi.

3. FUNCTION

Write this dialogue on the board, read, explain and make extensions.

A: Finshi tufwile ukucita pakuti tube aboomi?
B: Tufwile ukwipika amenshi yakunwa.
A: Nga fimbi?
B: Tulingile ukubomfya ifimbusu bwino, tatulingile ukusunga ifimbusu ne fishima fyesu no busali.
A: Cisuma twaumfya.

III PRACTICE

a) Ask trainees to write two sentences using LINGILE/FWILE + INFINITIVE in both negative and positive forms.

b) Give pictures showing the dos and don'ts in relation to water and sanitation. Let trainees make three sentences about the pictures.

IV TASK

Trainer asks trainees to go and ask Bemba speakers what hey must do to keep their water and toilets clean.

BEMBA

TRAINEE'S BOOK

LESSON 9: TECHNICAL COMPETENCY
LEVEL: INTERMEDIATE
TOPIC: HEALTH/SANITATION

COMPETENCY: TO BE ABLE TO EXPLAIN HEALTH EDUCATION ACTIVITIES TO THE COMMUNITY.

I. MOTIVATION

SCENARIO: Volunteer Patrick arives in Mwenda village and explains to the local community Health Education activities.

1. DIALOGUE

Patrick	:	Mwapoleni mwe bekala mushi.
Abekala mshui	:	Endita mukwai
Patrick	:	Lelo twala lanshanya pa fya bumi nemikalile isuma mu mushi wesu. Finshi tufwile ukucita pakuti tube aboomi?
Abekala mushi	:	Tufwile ukuya ku cipatala.
Patrick	:	Cisuma. ica bumo tufwile ukwipika amenshi yakunwa panuma twakupikapo lca bubili tatufwile kufisisha mu mpanga. Tufwile ukubomfya ifimbusu bwino. Panuma tulingile uku kupikapo ukulesha ba lunshi ukusalanganya amalwele Pakulekelesha tusunge ifimbusu ne fishima fyesu ubusaka.
Abena mushi	:	Cisuma twakulakonka fintu mwatufunda. Twatotela sana. mwende bwino.

2. CULTURAL NOTES

a) Bana Mayo batapa amenshi mu fishima nga eko fyaba. nga takwaba batapa mu mumana.
Women draw water from wells where available and from nearby rivers where wells are not available.

II EXPLOITATION

VOCABULARY: Words and expressions related to health activities.

GRAMMAR: "Fwile/Lingile" command for 'must'

FUNCTION : Giving information on health.

1. VOCABULARY

Ukulanshanya	-	to discuss
Imikalile	-	the way of living
Mufwile	-	you must
Aboomi	-	healthy
Panuma	-	afterwards
Ukukupika	-	to cover
Ubusaka	-	cleanliness
Mulingile	-	you must
Ukunya	-	defeacate (impolite)
Ukufisha	-	defeacate (polite)
Impanga	-	bush
Ukulesha	-	to prevent
Lunshi	-	fly
Ukusalanganya	-	to spread
Amalwele	-	diseases
Ukulekelesha	-	lastly
Ukusunga	-	tokeep
Ubusali	-	filth
Isopo	-	soap

2. GRAMMAR

Must + infinitive (affirmative)
Mulingile + ukwipika - you must cook
Tamulingile + ukunwa - you must not drink

- mufwile ukulya - you must eat
- tamufwile ukulya - you must not eat
- mulingile ukuya ku cipatala - you must go to the hospital
- ulingile ukwipika amenshi - you must not go to the hospital
- tulingile ukwipika amenshi - we must boil water

3. FUNCTION

Listing the methods of keeping the toilets and wells clean in order that we remain healthy.

III PRACTICE

a) Write two sentences using LINGILE/FWILE + INFINITIVE in both negative and positive forms.

b) Make three sentences from the pictures about the do's and dont's in relation to the water and sanitation.

IV TASK

Go to town and find out about the water and toilets used.